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Edwina Mattock (W449916X)  
31<sup>st</sup> January 2013

Professional Identities in Transition

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**THE OPEN UNIVERSITY**

**PROFESSIONAL IDENTITIES IN TRANSITION:  
THE PERCEPTIONS OF IN-SERVICE TRAINEE PCE TEACHERS  
UNDERTAKING AN INITIAL PCE TEACHER-TRAINING COURSE**

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A thesis submitted to the Open University in partial fulfilment of their requirements  
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**Professional Identities in Transition:**  
**The perceptions of in-service trainee PCE teachers**  
**undertaking an initial PCE teacher-training course**

**ABSTRACT**

A change in government policy and perception regarding the importance of the Post Compulsory Education (PCE) sector to the economy has led to an increase in the professionalisation of the sector as a whole. This in turn has led to changes in training for teachers who work in PCE – the latest of these changes took place in September 2007 and required all those working as teachers in the sector to acquire a licence to practice and work towards qualified teacher status (QTLS) through continuous professional development (CPD).

This study focuses on in-service trainee teachers undertaking a PCE initial teacher-training course and explores the transition from trainee to professional teacher. Using participant produced drawings and stories, and follow-up interviews, trainee teachers voice their own interpretations and perceptions of teacher-training, teachers and teaching. In addition, interview data from four participants designated as experts (experienced teachers who were working, or had worked, on teacher-training programmes) were included to add insight into policy change from the teacher-educator viewpoint.

The aim of this study was to highlight individual perceptions of a lived experience – how trainee teachers saw the role of teachers and experienced the teacher-training process. The acquisition of teaching qualifications was seen by the trainees in this study as an important progression in their professional development because they were an acknowledgement of professional competence. This was also seen as a necessary part of acquiring a teacher identity in that it raised the status of the trainees and recognised their professional approach to their practice. For some of the trainees accepting their capabilities to perform the teaching role was easier than accepting an identity change – they considered themselves to be works in progress. Data provided by the trainees also showed that personal qualities were as equally valuable in the development of a professional teacher an idea not given emphasis in the new teacher-training course.



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## Chapter 1 ~ INTRODUCTION

*I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I –  
I took the one less travelled by,  
And that has made all the difference.*

[Robert Frost: 'The Road Not Taken']

Becoming a teacher in the Post Compulsory Education (PCE) sector was, for me, a journey down a road “less travelled” as I was unfamiliar with it other than as a user of its services. I did not know any PCE teachers or anyone who had made PCE a first career choice and for me it was less an active career choice and more a serendipitous event. I began working in PCE after giving a short talk to Access students at a Further Education (FE) college about the experience of being a mature student at university who had gone through the Access route to get there. I had given up a well paid job in business to undertake an Access course as a means of changing the direction of my working life but had no intention of teaching – I did not know what I wanted to do but did know there had to be change. I was approached after I had finished my talk by a member of the college management team and asked if I would be willing to take on some night class teaching on a temporary basis as the college was short of a Psychology teacher. I agreed despite having no teaching qualifications – my degree specialisms of Sociology and Psychology were deemed to be sufficient, at that time, for me to teach. I was given the A Level and GCSE specifications and my first classes began three days later.

This experience and subsequent contact with other PCE teachers led me to believe that this ‘baptism of fire’ was (and perhaps remains) a common occurrence. However, in September 2007, policy changes to teacher-training for the PCE sector made it a mandatory requirement for those new to teaching in PCE to hold, or be working towards, a teaching qualification with a view to the achievement of professional recognition and qualified teacher status (Lifelong Learning UK, 2007, Office of Public Sector Information, 2007). Existing PCE teachers were also subject to the mandatory requirements of September 2007 and expected to gain teaching qualifications, if they did not have them, and to engage in continuous professional development (CPD) to maintain Qualified Teacher Learning and Skills status (QTLS). I feel that this meant not only a redefinition of the training PCE teachers received but also their identity, status and skills.

For those who consider themselves to be a professional in their occupation the notion of being professional may be part of their self-identity and a reflection of their skills and perceived competency. Their skills and competency are related to their professional knowledge and practice and it is their expertise that attracts PCE to them as potential teachers in the sector. For unqualified PCE teachers tensions may arise since they may perceive new requirements for their jobs to be threats to their current expertise and hence their professional identity. For trainee PCE teachers the transition from novice (amateur) to expert (professional) in the field of teaching can be a period of tension as they incorporate new knowledge into their prior occupational identity and adapt their skills to their developing competency in teaching. This duality, of being a novice in one field (teaching) and expert in another (prior occupation), raised questions for me about the concepts and ideas held by trainee PCE teachers about teachers and teaching. It also raised questions about whether or not the training process affects their perceptions of themselves as developing teachers and as professionals in their original occupations.

As I have said above, it was not my intention to teach in PCE – it just happened. I believed teaching to be beyond my capabilities and to be ‘thrown in at the deep end’ and expected to teach was a shock to the system. It was also a shock to my existing professionalism in that having worked all my life in the business world, and continuing to do so whilst doing my degree and first teaching job, there was conflict between how I was used to working and how PCE worked. At that time, in my view, things happened more slowly in PCE and in a less efficient way than I usually experienced; for example, photocopying. In business I was used to being able to reproduce any number of documents at short notice but in a number of colleges I found there were administrative systems which meant photocopying took several days and I was limited in how much I was able to photocopy. I felt that each delay threatened my efficiency and effectiveness as a teacher so I bought my own photocopier. Not only did this lessen my frustration it also bolstered my own feelings of being professional in my practice. This example is a simple one but illustrates how my existing identity as a professional and competent worker was challenged in my new work environment as I adapted to a different and new way of being.

My prior business experience was my foundation for adapting to the world of PCE and this gave rise to personal feelings of inadequacy and conflict. My prior identity as a competent professional was threatened by my new employment in which I was an untrained amateur.

I had past experience of teachers from being a student but no knowledge of the role I had undertaken and no awareness of having a 'teacher' identity. Over the years that I have been a PCE professional my identity has crystallised to a point where I now identify with, and wear, the label of 'teacher' with confidence and proficiency. It has thus taken time, experience and training for me to become comfortable in my teaching role and identity.

The realisation that my identity included 'PCE teacher' created a concern for me not only to understand "Why didn't I do this before?" but also how others entering PCE for the first time manage the same issues. One response to this question then and now may be that PCE teaching is perhaps not proffered as a first career choice. Teaching is often still considered to refer to working in schools with children and many of my colleagues had been school teachers prior to becoming PCE teachers. However, tension may still occur as teaching adults is different to teaching children. Trainee PCE teachers travel 'an unfamiliar road' as they undertake the training required to become teachers of adults.

My own experience suggests that the transition from being a professional in an occupation to being a professional PCE teacher requires a shift in perspective. Experienced and qualified plumbers, for example, who become PCE teachers of plumbing, are likely to hold their identity as a plumber more strongly than their identity as a teacher of plumbing. In the same way subject specialists (historians, sociologists and so on) may also hold strong allegiances to their subjects and foreground that identity over and above that of subject teacher. To effect the possibility of change in this emphasis requires training in the art of teaching as well as some recognition by the individual of potential change in occupational status and identity. These are important research interests and issues for me and are central to the research conducted by me and reported herein.

My training and teaching qualification (PCE Certificate of Education) was undertaken after I had been teaching for several months at another FE college to that where I had first begun my teaching career. For this college gaining a teaching qualification was part of the pre-requisites for being employed. My teacher-training was done in-service (on the job) as is the usual experience in PCE rather than pre-service training as experienced by school teachers. The training was delivered by colleagues in the college which again seems to be a common experience for PCE. At the time of this study I was teaching Part One of the new (2007) training courses (City and Guilds Preparing to Teach in the Lifelong Learning Sector or PTLLS) and had taught other teacher-training programmes namely City and

Guilds initial teacher-training courses 7302 and 7407. My teaching qualification allows me to teach adults and my experience includes teaching courses from GCSE to first year degree but I have no qualifications in the training of teachers.

There is a general understanding of what teachers do because we have all, for the most part, attended school and seen teachers in the classroom. However, such general views of teachers and teaching are limited as they are based on surface observations – a stereotype created by the voice of society to enable a general understanding of what is a complex social role. As a Social Scientist and a Teacher I regret the loss of individual voices within general definitions so embarking on this small scale inquiry gave me an opportunity to allow a few individual voices to be heard.

The over-riding aim of this study was to hear from individuals about their experiences and views relating to teachers, teaching and training to become a teacher in the post-compulsory education sector. In this way the teacher stereotype, as it relates to PCE, might be explored. Ontologically, given the differing pressures and experiences of the students, it might also make a difference to PCE teachers involved in the study because their voices are being heard and considered.

My second aim for this inquiry was to understand the immediate effects of engaging in the process of teacher education via prescribed teacher-training courses. Governments and institutions can dictate and plan for delivery of teacher-training but this does not necessarily mean that at the end of training 'a teacher' will emerge. Between directive and delivery are many subjective interpretations of what becoming a teacher entails and these subjectivities include the trainee teachers' own interpretations of their experiences as well as the sturdiness or openness of their self-identity. This transitory phase between trainee and trained teacher is the area under discussion in this study.

Consequently, leading from my own interests and experiences, the following research questions will be explored:

- ◆ How do trainee PCE teachers see themselves?
- ◆ What are trainee PCE teachers' views and experiences of the training process?
- ◆ What are the views of trainee PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

- ◆ What are the views of experienced PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

These questions informed my study and led to the exploration of not only the experiences of the trainee PCE teachers but also, because I was their teacher, my own teaching practice.

The foregoing has been a rationale for undertaking the research and in the following chapters a literature review is presented with a discussion of the methodology forming the third chapter. Chapter four reports the findings and their analysis and chapter five is a discussion of the findings as they relate to the literature review and the research questions. Finally, chapter six concludes the report.

## Chapter 2 ~ LITERATURE REVIEW

*We may be sure that adult education will never be dominated by a caste of professional teachers. There will always be ample opportunity and indeed a paramount need for the enthusiastic amateur who is half teacher half missionary. (Wiltshire et.al. 1980 p.140)*

The quote above is from the 1919 Report on Adult Education which emphasised the importance of not only educating adults but also of maintaining high standards of training for their teachers. The report recognised the value in having professional people teaching adults to ensure the best results for students and demonstrates that questions about the professionalism of workers in adult education have been around for a long time. Whilst the PCE sector, is not yet “*dominated by a caste of professional teachers*” the 2007 changes to PCE teacher-training sought to raise the professional status of PCE teachers and confine the idea of the “*enthusiastic amateur*”, or untrained and perhaps by implication less professional teacher, to past experience.

The aim of this chapter is to explore the literature that discusses what is meant by being a professional and how, in the course of transition from unqualified to qualified status, the professional identities of PCE teachers may change. The underlying research questions are:

- ◆ How do trainee PCE teachers see themselves?
- ◆ What are trainee PCE teachers' views and experiences of the training process?

Harré's Positioning Theory (Harré and van Langenhove, 1999) will be utilised to inform the discussion because it proffers a way of exploring the meanings individuals give to their actions and the actions of others within a single context. Positioning theory seeks to understand behaviour from the viewpoint of the actors taking part in it, how they view themselves and where within the resultant context they position themselves and others.

The main concept arising from the first two research questions concerns professional identity and its formation but also within this, because of the nature of the participant group, is the concept of professionalism. Successive policy changes, including the 2007 changes to PCE teacher-training, have created a continuing state of flux for the PCE sector where it is moving towards a more professionalised status for its workforce and thereby itself. Arising from this are the research questions:



- ◆ What are the views of trainee PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?
- ◆ What are the views of experienced PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

These questions lead to a discussion of professionalisation in relation to the PCE teaching workforce to give an overview of the PCE sector at this juncture.

Given that working and training at the same time can create tension for trainee PCE teachers, there is little research in this area (Orr and Simmons, 2010), or into becoming and being a teacher in PCE (Jephcote et.al., 2008). Clow (2005) believed that her research was the first to capture the working life of full-time PCE practitioners but teacher-training was not part of her exploration. There is a body of research exploring pre-service teacher-training (Avis, Bathmaker and Parsons 2002; Avis and Bathmaker, 2006, 2009; Bathmaker and Avis, 2005) and PCE teacher-training in general terms (Noel, 2006; Thompson and Robinson, 2008) but Orr and Simmons (2010) appears to be the only example of research with in-service trainee PCE teachers as in this study. As Holloway (2009, p184) observes there is a *paucity of literature* exploring the PCE sector and the experiences of its practitioners. Considering the amount of recent change experienced by PCE (see Lucas, 2004; Nasta, 2007; Thompson and Robinson, 2008 for a discussion of the many policy changes that have affected PCE up to 2007) it is surprising that research is limited.

This chapter is organised to provide some background to PCE teacher-training followed by a discussion of Positioning Theory which informs this study. An exploration of Professional Identity and being a professional follows which leads to an account of PCE practitioners and the PCE sector.

## **BACKGROUND**

Prior to 2001 there was no requirement for PCE teachers to be trained or have professional teaching qualifications (Lucas, 2004; Edward et.al. 2007; Nasta, 2007; Orr and Simmons, 2010) and there was little culture, or awareness, of professional development in PCE teaching (Orr and Simmons, 2010). Thompson and Robinson (2008, p.162) note that the most influence on the lack of development of PCE teacher-training has been PCE's foundations in the provision of technical education observing that "*The nature of this provision meant that technical expertise was accepted, no doubt pragmatically, as the key determinant of employability as a teacher. Teaching skills were seen as something to be*

*'picked up' through experience, and professional knowledge, when valued at all, was equated with subject expertise."*

The assumption was made that if you knew your subject you could teach it. Around 90% of PCE teachers undertake their training on a part-time, in-service basis (Orr and Simmons, 2010) because employment in PCE has almost always preceded training to teach in PCE. Teacher-training in PCE is mostly delivered by PCE practitioners who work in the same institution as the trainees and this is a continuing practice (Noel, 2006; Nasta, 2007) that gives a context where colleagues train colleagues. The effects of this type of training are not explored in this study because the focus is on the trainees' experiences of the training and not how the training is delivered.

The shift in government focus of the last decade or so has brought PCE into the spotlight as the means by which the government's skills agenda could be delivered and also for its contribution to aiding social inclusion. The emphasis on the importance of PCE to the economy and social inclusion (Lucas, 2004; Jephcote et.al. 2008; Orr and Simmons, 2010) has meant a succession of policy changes for the sector for several years (Nasta, 2007; Edward et.al. 2007; Orr and Simmons, 2010) some of which have affected the training of PCE teachers. These changes are situated in a broader context highlighted in the White Paper 'Further Education; Raising Skills, Improving Life Chances' (Department for Education and Skills, 2006). This report states that the economic future of the nation depends on improving its skills base to enable the workforce to compete in the global market. Improvement in skills was to be undertaken through the PCE sector whose central role was *"...equipping young people and adults with the skills for a productive, sustainable employment in a modern economy"* (DfES, 2006, p.1). The link between a poorly performing economy and low skill levels was clearly established in the White Paper and the responsibility for changing this was laid at the door of PCE with its history of vocational education and training.

Increasingly the PCE sector has become *"...mainstreamed within a national learning and skills sector"* (Gleeson et.al. 2005, p.448) where it is no longer a marginalised sector somewhere between school and university but a part of government policy for ensuring a skilled workforce capable of meeting the needs of an increasingly global economy. Lucas (2004, p.35) uses the metaphor *"FENTO Fandango"* to represent what he calls the somewhat *"bewildering changes"* experienced by PCE teachers and the varying *"dances"*

to be performed for the different regulating bodies overseeing the PCE sector because of the changes. Indeed, PCE has become increasingly regulated by the State (Keep, 2006) and the content of PCE teacher-training courses is now prescribed by government agencies (Orr and Simmons, 2010). Lucas (2004, p.49) questions the balance between regulation of the sector and the need to raise the quality of teaching practice noting that “...*while there is much to be welcomed in recent developments, there is a danger of over-regulation in a sector where one of its strengths is the diversity of practice to meet the diversity of context and learner need*”.

With PCE becoming part of the mainstream it provides a means of meeting a wider range of education and employability needs because of its foundations, and thereby its diversity, in skills provision. PCE teachers, therefore, have to be more than subject specialists because they teach over a broad range of areas requiring skills that are transferable between these areas (Lucas, 2007; Noel, 2006) such as basic literacy, numeracy and information technology. These basic skills are a cross-curricula requirement forming the core skills element within most vocational programmes needing to be monitored and appraised as part of the employability agenda.

Periods of change, such as the introduction of mandatory PCE teacher-training in 2007, may affect the personal and professional identity of the individual because of the emotional attachment he/she has to the teaching role (Beauchamp and Thomas, 2009). As a perceived ‘caring profession’ teaching holds an emotionally charged element perhaps leading to a less than pragmatic response to change from individual teachers; that is, there may be tension for some teachers in accepting a change in the identity of teaching because of potential consequences to their own identities meaning a reluctant compliance (Edward et.al. 2007) with change rather than a commitment to it. This has the potential to position policy initiatives and their subsequent changes in a lower position of priority than perhaps the policy makers intended.

### **POSITIONING THEORY**

Positioning theory (Harré and van Langenhove, 1999) is concerned with social action and what it is that influences individuals to respond to each other in particular ways within different contexts and how this affects the story or storyline of the individuals. In this study the social action in question is undertaking the newly introduced PCE teacher-training course and the resultant responses of the participants to it as they develop their storylines to include that of trained PCE teacher. Harré and van Langenhove (1999, p.17)

describe the act of positioning as “...*the assignment of fluid ‘parts’ or ‘roles’ to speakers in the discursive construction of personal stories that make a person’s actions intelligible and relatively determinate as social acts.*” Positions exist within the understanding of the pertinent social group (Harré and Moghaddam, 2003); for example, the relationship between teacher and student within the context of the classroom is understood by all those who have attended school.

Positioning is a social event within which the rights and duties of attending school (for example), if not already known, are learned and are similar for all teachers and students. The rights and duties of the position limit the possible actions available to the individual or the group (Harré and van Langenhove, 1999) because of the context in which the event is occurring – the classroom context means teachers teach and do not run around the room screaming and neither do students if they want to remain within the context and continue learning. The participants in this study were positioned, not only by themselves as trainee PCE teachers, but also by agencies with responsibility for PCE who initiated policy changes that led to the 2007 changes in PCE teacher-training. The positioning of the participants put them in conversation with those who could provide the training within a context where both sides held a tacit understanding of their relationship.

Positioning Theory can also show where in the story the self is situated in relation to others who inhabit the same storyline. Storylines are dynamic and, therefore, positions will shift and be re-positioned as the context changes and evolves but storylines are also subject to the willingness of those involved to position or be positioned. Alongside this is the issue of whether or not individuals have the power or capacity to position themselves and others in a continuation of the storyline (Harré and van Langenhove, 1999). For example, the participants in this study are trainee PCE teachers and as such, within the context of the training course, cannot position themselves other than as trainees if they want to learn what is needed for them to achieve a teaching qualification that moves them further on in the storyline of becoming a qualified PCE teacher. As Harré et.al. (2009, p.8) observe

*“If we take the view that life unfolds as a narrative, with multiple, contemporaneous interlinking story-lines, the significance of the actions that people carry out, including speech acts, is partly determined by the then-and-there positions of the actors.*

In attempting to understand the behaviour of an individual and/or group then the context in which the action occurs has significance. As trainee teachers’ move between identities

from untrained to trained teacher they seek confirmation from others that they know what they are doing. This confirmation is not only received in the successful completion of course assignments but also sought from their fellow students, from colleagues with whom they may work, and from others they see as experts. In other words, they engage in the positioning of themselves and others so that they can learn who and what they are within the context of PCE practice as they develop their professional teaching skills.

### **BEING A PROFESSIONAL**

Professional as a concept is dynamic, contested and socially constructed varying with time, context and place (Robson, 2006; Gleeson and Knights, 2006). However, Robson (2006) suggests that the notion of 'being a professional person' holds within it a set of ideas that form a symbol of aspiration rather than a description of an occupation. Robson (1998) also notes that a professional identity carries not only self-perception as a professional relating to acquired knowledge and skills but also the perceived relationship to significant others in the particular professional group. Professional is, therefore, a combined measure of how you see yourself and how you perceive you are seen by others. I use the concept of professional within this study as being both an internal and external perception; that is, an expression of the value you perceive your knowledge and skills to have for yourself and others to enable you to be called a professional.

The concept of professional focuses on three central ideas – *specialised knowledge* which is beyond the reach of the lay-person and supported by research and theoretical modelling; *professional autonomy* which is the making of decisions by the professional for the good of others; and *professional responsibility* which is accepting that the 'right' decisions are made using knowledge and professional values (Furlong et al. 2000). However, Robson (2006) maintains that PCE practitioners have never really been autonomous because they work to the prescribed learning programmes of others – they have autonomy over their classrooms but not in the learning they deliver. She also notes that the specialised knowledge of PCE practitioners is currently stated in terms of competency making them subject specific and therefore separate from pedagogy. Professional responsibility is tied to notions of trust in, and care of, others and in schools the demarcation lines are clearer than in PCE where it is not usually parents to whom PCE practitioners are answerable but employers and organisations (Robson, 2006). This means a wider range of interests have to be taken into account when making decisions about the right thing to do but these may be impacted by the positioning of students needs first.

The specialised, professional knowledge in PCE is wide ranging and encompasses more than knowing how to teach (Clow 2001, 2005; Gleeson and James, 2007). It also embraces the notion of *dual professionalism* (Robson, 1998); that is, those who teach professionally are also professionals in the subjects they teach. For example, they might be highly qualified plumbers belonging to a professional body in relation to plumbing requiring they maintain their CPD; or they might be qualified linguists teaching a modern language whilst constantly updating their linguistic skills and knowledge. Tension can be created between meeting the needs of a desire to belong to a profession and the requirements of the profession for members to present the right behaviour for the profession. The latter is often dictated by a code of practice and rules of membership of the professional body (as with the Institute for Learning (IfL) and PCE), that oversees the profession but this will be tempered by the individual approach of the person as he/she explores what it means to them on a personal level to be a professional.

The PCE sector has been subjected to the assumption that its practitioners are amateurs who play at teaching because of its association with leisure or skills-based learning (McKenzie, 2001). However, the majority of those teaching in PCE are professionals in their own fields before they become teachers. It is usually because of their professional skills, knowledge and expertise that they have been asked to become teachers in PCE (Bathmaker and Avis 2005; Clow, 2001). As Gleeson et.al. (2005, p.449) note "*Entering FE is, for many, less a career choice or pathway than an opportunity at a particular moment in time*". They are not necessarily career practitioners but are acquiring a new set of skills to give them an opportunity to be employable in another profession. The move into teaching is often begun whilst still employed in their original work. In essence, they become teachers in the sector by accident more than design (Noel, 2006; Gleeson and James, 2007; Avis and Bathmaker, 2009).

A casual and flexible approach to recruitment is characteristic of the sector "*Such 'entryism' into FE teaching is not new and reflects FE's voluntaristic and entrepreneurial legacy*" (Gleeson et.al. 2005, p.450). Whilst some potential practitioners experience a rigorous application process for others their route into PCE involves a more flexible approach such as being introduced by an existing teacher (Gleeson and James, 2007). Few of these practitioners would be likely to lay claim to the status of professional teacher

because of their self-perceived lack of educational theory expertise (Jarvis, 1985). Their expertise is in their individual fields not in education.

Robson (2006) discusses the view that the term professional holds a certain amount of self-interest for some professions as they guide their identities towards their own definition of the term. This self-interest creates an insider-outsider perception for the profession (that is, you can be an insider if you meet the right criteria) and maintains a specific identity for the group and/or individuals within the group. Randle and Brady (1997) suggest a view of the professional teacher that has individual autonomy to the fore but Crawley (2005, p.138) observes that *"The widespread use of institutional targets and performance measures, coupled with systems and procedures aiming to improve quality, leaves little space for the autonomous teacher."* The definition of professional Randle and Brady (1997) use in relation to practitioners in the PCE sector is characterised as having a *public service ethic* where the emphasis is on meeting the needs of students. Managerial values like targets and performance measures do not sit comfortably within a public service definition of professional because students are seen as units of activity and not as people needing support in their learning.

Lucas (2000, p.239) states *"When 'professional' is used in FE it refers more to competence in a technical, compliant sense, with discussions about pedagogy and wider professionalism marginalized."* He is referring to the traditional allegiance held by PCE practitioners to their subject specialisms where they viewed their professionalism to be and *"just teaching"* was not considered to have as great a value (Clow, 2005). This allegiance inhibits a response to PCE teaching as a career of choice rather than an accidental arrival; that is, a second career rather than a first. The assumption was that if you were proficient in your subject then you would be able to pass on your knowledge and/or skills to others and thereby pedagogy was given a secondary position to the skills to be taught. The diversity of practitioners, and practices, arising from this also inhibited the attainment of a single identity not only for them as professional teachers but also for the sector as a teaching profession *"If you are not agreed about the kind of professional you are it is difficult to organise as a body and move towards consensus"* (Clow, 2001, p.417).

Subject specific skills in industry, business, or academia have usually been acquired before potential teachers enter the PCE sector and strong allegiances are held to these backgrounds. These are the sites of their first occupational identities and as Robson (1998,

p.596) notes “...*this identity is what gives them credibility (as well as knowledge and skill) and it is therefore understandable that much value attaches to it.*” She goes on to observe that it is because of their successful ‘socialisation’ into these first occupations that they have come to PCE in order to pass on their knowledge and expertise. However, the transition process from one occupation to another is not easy and involves more than acquiring skills and knowledge to do the new job. Existing practices, no matter how professional, may not be appropriate to the new setting (Robson, 1998). Time and reflection are needed to enable the transition from professional subject specialist who teaches to professional teacher of a specialist subject. The opportunity to engage in the teacher-training process may also give the trainee teacher the time he/she needs to change their professional allegiances and acquire dual professionalism.

Lucas (2007) notes that initial teacher-training in PCE is a combination of specialist knowledge and learning on the job. He acknowledges that what trainee PCE teachers learn is unpredictable because of their existing knowledge and how this influences newly acquired knowledge. If they already teach, trainee PCE teachers have a diversity of experience from their practice, and from their prior working lives. Marrying this knowledge to new learning so that their training is applicable to their practice can be problematic but then “*Knowledge creation does not mean so much the uncovering of hidden truth as the construction of new perceptions*” (Rogers, 1996, p.104). Trainee PCE teachers need to learn new ways of seeing teaching practice and also to change their self-perception from skilled professional who teaches to professional teacher with a skill to be taught. How far the perceptions and knowledge of the trainee teachers in this study have developed towards becoming PCE teachers was explored and is reported herein.

Robson (2006, p.19) states “*To the extent that it exists, the professional knowledge of teachers in post-compulsory education ...appears to be fragmented, resisted and tending to be obscured by shifting and multiple realities.*” She also notes that differing theories and ideas have tried to evaluate the teaching knowledge held by PCE practitioners but have fallen short of giving a generalised description that can be applicable to all contexts of practice (ibid). This may be because in PCE there has been little development of a CPD culture (Orr and Simmons, 2010) and therefore PCE may be less open to standardisation due to its diversity meaning a more individualised approach to teaching. The existing professional knowledge and qualifications of PCE practitioners revolve around the subjects they teach, in which they perceive they are skilled, and which are updated as required.



However, their existing knowledge (if any) relative to teaching and learning may not be generalised to a wider generic framework but individual to their own specific needs and interpretation. The opposite may also be in evidence in that they hold a generic idea of teaching and learning but cannot readily apply it to their specialism and thus cannot see the relevance of knowing what teaching and learning are. In either case, we have tutors who are specialists in their subject areas but amateurs in the areas of teaching and learning.

Gleeson et.al. (2005) observe that the flexibility and adaptability of the PCE sector has meant an ability to absorb change more readily as part of a practitioner's working life. They go on to discuss the view that integrated into a practitioner's role are, on one side, frustrations regarding the structure of his/her work, and on the other the compensations of enabling and witnessing learner achievement. The authors explain that the compensations are the elements that directly relate to the internal desire to teach within professional commitment and engagement. Edwards et.al. (2001) note that flexibility and work done outside of the contracted hours are part of the make-up of many PCE practitioners' experiences. However, Gleeson et.al. (2005) also say that an emphasis on inclusion of all those who want to learn has meant adding an element of understanding the learner personally as part of being a professional practitioner which goes beyond the traditional role and boundaries of a teacher in the PCE sector and as Edward et.al. (2007, p.170) observe "*Commitment to the learners may not be enough to help staff cope with the pressures of further waves of change*". Bolton (2005) speaks of "*minding the gap*" the gap being the space where one role ends and another starts – the gap between the personal and the professional where boundaries can sometimes become blurred and create uncertainty about how to proceed.

The process of training not only offers professional development of skills but is also a good starting point for creating an awareness of the need for a professional identity and the changes that might be experienced (Beauchamp and Thomas, 2009). The trainee PCE teacher is positioned within a context in which there are not only experts teaching him/her but also experts surrounding him/her and who all have differing backgrounds and practice skills. This diversity means a multi-faceted experience from which the trainee can draw to develop his/her competency as a teacher and aid development of an awareness of good and bad practice. In this current study the participants were familiar with using reflection throughout the training course as an element of achieving the qualification and in their

practice as part of their CPD as required by IfL. This study provided a further opportunity for reflection used in the data gathering process as described in the next chapter.

Many PCE practitioners begin their careers in the PCE sector with no pre-service training or insight into being teachers – they become PCE teachers because of their first career knowledge and skills and may continue to be more loyal to their prior professions than to teaching. Being professional has obligations and responsibilities but being autonomous is limited for PCE practitioners to being able to adapt to change and be flexible in their practice so as to meet the needs of a changing context. Between the top-down regulation of the PCE sector and bottom-up mechanisms for consumer choice/voice is “...*the idea of the professional as simply someone who does a thorough job exactly in line with the sort of specification associated with service agreements*” (Gleeson and James, 2007, p.460). PCE practitioners do more than service clients and, whilst much of what they do is prescribed for them by others, their existing identities as professionals in their fields may influence their responses to their development of a professional teaching identity because being a professional person is already part of their identity.

## PROFESSIONAL IDENTITY

The multi-faceted and complex nature of teachers’ professional identity is acknowledged within existing literature along with the difficulty of providing a concise and precise definition. Beijaard et.al. (2004), in a meta-analysis of the literature, concluded that where definitions were given they lacked clarity as a variety of definitions were given and in some reports were not given at all. Hetherington (1998, p.15) states that “*Identity is about both correspondence and dissimilarity*” to others with whom we interact and this includes those people from whom we learn the skills and knowledge that feed into professional identity.

Being a professional is part of the self-identity of any skilled and competent worker and is related to professional knowledge and professional practice (Watson, 2006). However, “*The relationship between professional identity and practice is not a simple unidirectional one in which some essential core of self, a stable entity comprising who we think we are, determines how we act in a given situation*” (ibid. p.525). Identity is not fixed but dynamic and is multi-faceted changing as the individual develops both personally and professionally with the acquisition of new qualifications and skills that may lead to a perceived higher level of professionalism. Beauchamp and Thomas (2009, p.177)

comment that “*Within a teacher’s professional identity are sub-identities which may be more or less central to the overall identity and must be balanced to avoid conflict across them*”. For trainee PCE teachers the transition from novice to expert, from amateur to professional, from untrained to trained PCE teacher, can be a period of tension and/or conflict as they incorporate new knowledge into their existing practices in the pursuit of qualifications that give a tangible professional identity. However, according to Watson (2006) the importance of a professional identity lies in its close relationship with professional knowledge and the enactment of that knowledge in practice “*professional action is doing professional identity*” (ibid. p.510). Individuals have multiple identities but in this study the focus is on the developing professional identities of trainee PCE teachers.

Harré and Moghaddam (2003, p.3) believe that “*An important feature of social behaviour is the collaborative construction of social reality and the mutual upholding of particular interpretations of the world.*” According to their view, understanding who you are and where you fit in society would seem to be important features in professional identity formation especially for those in transition from one identity to another as was the case for the trainee PCE teachers in this study. Managing this transition is complicated by being both trainee teacher and teacher at the same time (Orr and Simmons, 2010) because what is learned in the training-room may be at odds with the experienced reality of what happens in the teaching-room; that is, the training course and everyday practice may be separated and exist in parallel rather than as extensions of each other, creating an identity conflict for the trainee between the perceived ideal self and the self in reality.

A similar notion to the idea of dual professionalism (Robson, 1998) is that of *dual identity* as proposed by Orr and Simmons (2010). This is where, as a result of in-service rather than pre-service training, trainee PCE teachers are positioned as both trainees and teachers simultaneously. This idea is not explored as a concept within this research but is acknowledged as an influence on the development of a professional identity. A similar duality was discussed by Cortazzi (1993) and was thought to be almost natural in that whilst managing the learning context teachers separate the professional from the personal selves they project to maintain an image of competence for their students. In practice this may not be as straightforward as suggested because the boundaries between the professional and the personal may not be distinct.

Beauchamp and Thomas (2009, p.178) commenting on professional identity say that “*A teacher’s identity is shaped and reshaped in interaction with others in a professional context*” which alludes to the importance of the environment in which professional identities are formed. For those taking part in this study, the training course (as the context or environment) itself may offer the opportunity for professional identity development because they are mixing with a diverse group of their peers. As Robson (2006, p.43) notes “*In the context of a discussion about their training and development, the peer group may afford opportunities for enrichment, for the sharing of perspectives and for making personal and professional changes in a relatively safe environment.*” The comparison of experiences or storylines (Harré and van Langenhove, 1999) between trainees proffers new ideas and experiences from which to learn about their practice and identity. Burkitt (2008, p.55) comments that “*How we make sense of our self depends on how we contribute to the world and make a difference, no matter how small, to social life in general or to the lives of others we interact with.*” The correspondence and similarity we have to others impacts on personal and professional identity development as does individual difference.

Bradley (1996, p.212) observes that “*Identities are not free floating. The lived relations in which each of us is located put constraints and limits upon the possible range of identifications, though within those limits we can work creatively with the potentialities at hand.*” The ‘lived relations’ of class, ethnicity and gender (along with disability and age) help to inform the identities people create for themselves and this includes their professional identity. The prescribed curriculae of their lived experiences help them to reconstruct an identity from within their own cultural and social identities; as Bruner (cited in Moon and Murphy, 1999, p.157) states “*Nothing is culture free but neither are individuals simply mirrors of their culture*”; that is, identity is both ascribed (given by others) and acquired by the individual’s actions and experiences. Therefore, the identity of teachers is ascribed by the social construction of ‘teacher’ as a concept through the definitions of others and acquired from the individual’s interactions and personal interpretations of what ‘teacher’ means to them. Both the ascribed and acquired elements of their identities happens within a cultural context created by social interaction and the resultant positioning of the individual by himself/herself in an attempt to understand how they might fit within the social world and thus continue their storyline (Harré and van Langenhove, 1999).

It is suggested by Avis and Bathmaker (2006, p.183) that “...*teaching identities are formed in continuity with the past and through a process in which their development is mediated by current conditions*”. If the idea of professional, as it relates to teaching, is not made transparent within the training process then the bridge between the past and present occupation may be weak. This may mean the transition process will be slower and longer as individuals strive to connect past and present skills and achieve a stable identity. Ball and Goodson (1985, p.18) observe “*The ways in which teachers achieve, maintain and develop their identity, their sense of self, in and through a career, are of vital significance in understanding the actions and commitments of teachers in their work.*” To be secure in the skills and professional identity of a PCE teacher takes time, training and the experience of living the role.

Watson (2006) suggests that ‘professional identity’ is linked to the ideas of Giddens (1991) concerning self-identity as a ‘reflexive project’ – we constantly update and renew our identities to enable us to achieve a state where our identity feels natural when we enact our professions. Giddens (1991, p.52) observed that self-identity is created and “...*sustained in the reflexive activities of the individual*” having a continuity with the past but a sense of development through interaction. As individuals we draw on a variety of sources (both positive and negative) to construct our identities; work is just one source and one part of the story of our lives. However, Jephcote et.al. (2008, p.166) observed in their research with PCE teachers that the development of teacher identities (and ideas about teaching and learning) was greatly influenced by past experiences with learning “... *and often underpinned how they distinguished between ‘good’ and ‘bad’ teachers or ‘good’ and ‘bad’ learning and teaching.*” How their participants saw and understood themselves was coloured with stories of other teachers and learners. This notion is explored in this study.

Part of the story of a ‘teacher’ is how s/he identifies her/his self with what being a teacher means. We all ‘know’ what a teacher is, or at least believe that we do, because of our exposure to education within our own experience. “*People tend to teach, or in a few cases to avoid teaching, in a similar manner to that in which they themselves were taught*” (Eraut, 1994, p.60) and therefore the trainee teachers in this study already had implicit ideas of what it means to be a teacher before they started their training courses. Their understanding was an aggregate of their experiences relating to teaching and learning whether through imagery, literature or first-hand personal experience. Weber and Mitchell (1995) explored a variety of existing texts and images, drawn from films, television, books

and so on, as well as images drawn by children and teachers, to form an analysis of what 'a teacher' is and does. They posited that images and texts are multi-layered communicative devices that can reveal aspects of personal and social knowledge; that is, the socially constructed knowledge of a phenomenon – the phenomenon in their research being teachers and teaching.

There are a wide variety of images and texts offering opportunities for the development of a self identity that in turn have drawn on existing knowledge for their construction and this includes a teacher identity. However, as Usher et.al. (1997, p.14) note "*Knowledge is exchanged on the basis of the performative value it has for the consumer*". This means that a new identity, or additional one, has to be worth the effort of developing it and, in terms of trainee PCE teachers, training courses need to engage them in the acquisition of new skills that they can perceive to be of benefit to their practice and CPD as they develop both their skills and identities. Nasta (2007) in his research on national standards for PCE noted that PCE teachers were more interested in how knowledge can be used in improving their practice than in the theoretical reality of that knowledge. Orr and Simmons (2010) observed that, for their in-service trainee PCE teacher participants, pedagogy existed as an ideal in the training room (where they saw themselves as trainees) and not in their real everyday practice (where they were seen by themselves and others as teachers) coping with a full workload and where their "... *developing identity as teachers was shaped primarily by expediency*" (ibid. p.86). It seems that for some practitioners doing the job takes precedence over theories underlying the job and perhaps this is related to the professional identity of PCE teachers being closely aligned with their subject specialisms and the culture within PCE where teacher-training was secondary to professional skills.

To develop a unique identity we need the participation and interaction of others to assess and evaluate who we are; we are not determined by others but informed by their attitudes and actions towards us (Burkitt, 2008). Through the conversations and resultant positioning of ourselves and others we learn who and where we are within the context of the conversation (Harré and van Langenhove, 1999). We are all *hybrids and monsters* (Bradley, 1996) made up of parts of different identities (including a professional identity) 'borrowed' from a variety of sources and explored within different frameworks as we differentiate ourselves as individuals. For trainee PCE teachers, like those in this study, developing a professional teaching identity may be complicated by being both teacher and trainee at the same time as well as holding allegiance to former professional identities.

Chan and Schwind (2006) used their own reflexive stories, of being nurses and nurse-educators, to speak about the acquisition of a nursing identity, and how personal biographies can influence the profession of nursing. They posit that the exploration of what people bring from their personal lives into their professional lives has a bearing on the development of a profession and on the professional development of the person. They discuss the view that knowing who you are personally has an impact on understanding your professional identity as does having access to a mentor, or experienced professional, as a role model. The researchers also observe that there can be conflict for individuals in letting go of their individual identity to acquire a professional identity and that “...*the greater the gap between the individual’s personal and professional values and beliefs the lesser the chance of assimilation into that profession*” (Chan and Schwind, 2006, p.309). They also note that nursing has struggled since its inception to acquire its own professional identity and conclude that “... *constant expansion of nursing knowledge is supported by learning more about ourselves through stories of personal and professional life experiences*” (ibid. p.312). For the authors becoming part of the nursing community was like “...*being initiated into a new tribe*” (ibid. p.310). This insightful discussion of attaining a professional identity helped me to see that PCE and its practitioners were not alone in the struggle for a professional identity and that this study could contribute to the understanding of the transition for the sector and its teachers.

### **PROFESSIONALISATION OF THE PCE WORKFORCE**

For many occupations ‘professionalisation’ is defined through a requirement for initial training and acquiring qualifications before being able to practice and then further training to achieve certification as a professional practitioner (Hillier, 2005). Practitioners are usually required to become members of the relevant professional body as it is this body which bestow the licence to practice. As Hillier (2005, p.215) notes “*Professional practice is therefore seen to be practice that has met threshold standards, is continually developed and takes account of new research and development in the field.*” Professional bodies also support research and dissemination of knowledge to inform practitioners of current issues and best practice (Hillier, 2003).

The professionalisation of the PCE sector continued in September 2001 when it became a requirement for all newly appointed teaching staff in PCE to hold, or obtain within a set time period, a recognised teaching qualification. Existing unqualified PCE teachers were

also expected to acquire a teaching qualification but existing qualified teachers were given credit for their qualifications and up-skilled where necessary (the same condition applies for the 2007 qualifications). These qualifications were aligned to the Further Education National Training Organisation (FENTO) Standards which were set out in the Government Green Paper 'The Learning Age' (Department for Education and Employment, 1998) which stipulated that all PCE practitioners should be qualified to an appropriate level. Despite the 2001 changes to PCE teacher-training, in 2004 less than 45% of PCE sector teaching staff held teaching qualifications (Thompson and Robinson, 2008). Lucas (2004, p.36) states that whilst teaching qualifications were seen as desirable by employers "...there was little political or public concern about the actual nature or the uneven development of teacher training in the sector" and that the PCE sector suffered from the 'benign neglect' of government.

The Institute for Learning (IfL), as the PCE professional body, is a new and significant move towards providing support for those in the PCE sector to be recognised as professionals. However, belonging to the IfL is not a choice for PCE practitioners it is compulsory and in instances where practitioners have delayed joining, the application has been made by their employer on their behalf (Jones, 2008). According to the IfL website belonging to the IfL will help the creation of a professional identity for both the sector and the practitioner ([www.ifl.ac.uk](http://www.ifl.ac.uk)) but it does not say how. The IfL is also firmly aligned with the employer led Lifelong Learning UK (LLUK) set up by government to replace FENTO and to develop new professional standards and a code of professional practice (Holloway, 2009).

The setting up of IfL was proposed in '*Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector*' (DfES Standards Unit, 2004) as a body to monitor and regulate the 'new' professionalism within the PCE sector. IfL defines the concept of professional via a code of professional practice that came into force in April 2008. The code defines the professionalism expected from its members throughout their professional careers "*in the public interest*" and is made up of six core principles which are "*expected behaviours*" (Lifelong Learning UK, 2007) to be enacted by members. These behaviours include: professional integrity, respect for colleagues and learners, reasonable care of learners in terms of health, safety and welfare, continual professional development, criminal offence disclosure, responsibilities during IfL investigations (of alleged misconduct), and responsibilities to IfL regarding conditions of



membership (Institute for Learning, 2008). All those who work as teachers in the PCE sector are required to be members of IfL and to comply with the code of practice.

Tummons (2007) notes that whilst in general there is a tacit understanding of what professional means it can be elusive to pin down because it is not used in a homogenous way and because of changes over time to incorporate new ideas into the definition. He says that a code of practice is “...a reflection of what is deemed to be best practice at the time of its creation” (ibid. p.30). Codes of practice cannot control a profession but they can express the views of a professional body in terms of if you are going to work within this profession, then this is what professional means and this is what you should strive to achieve in your practice. The fact that IfL can investigate claims of misconduct made against practitioners and, if found ‘guilty’, strike off practitioners from the register (Lifelong Learning UK, 2007) demonstrates that IfL take seriously the idea of professional and want their members to do the same. As with doctors, being struck off the IfL register prevents the practitioner from working in PCE.

Codes of practice are not meant to be statements of truth about a profession, or to be too rigid so that they become inoperable (Tummons, 2007). However, they can lessen the importance of complex issues, for example, where do teachers responsibilities to learners, colleagues and employers start and end (Tummons, 2007). Gleeson (2005) in summarising research into learning in PCE from the ‘Transforming Learning Culture in FE Project’ uses the term *underground working* as a means of identifying those tasks undertaken by practitioners beyond their job descriptions. These tasks are where students’ interests are placed, for example, above the needs of the system and practitioners; for example, tutorials given in practitioners’ own time because there is no more time available on the timetable, or supplying students with materiel because of a lack of resources. There is also what the author calls *emotional labour* where practitioners give more of themselves than the role requires; for example, providing counselling. Whether or not ‘underground working’ is considered to be part of the practitioners’ professionalism is open to debate but as Clow (2005) found it does form part of the usual practice of many PCE practitioners.

Codes of practice may also privilege some ideas and knowledge at the expense of others because of the influence of people with possibly differing agendas having input into the creation of the code. For example, in recent times there has been what McKenzie (2001) calls a *technical drift* visible in education where the technicalities of what you do becomes

more important than the content and where competence is measured by outcomes achieved. This kind of influence on a code of practice could mean that the definition of professional provided by it might not be an interpretation to which all members of the profession can relate (Tummons, 2007) as for some teachers there is the idea of vocation embedded within the concept of being professional that a competence based definition excludes. In this sense vocation refers to a need to engage in a worthwhile activity incorporating a notion of giving something back (Collins, 1991) not a romanticised view of teaching as a mission from a higher power but a profession with an ethical dimension where “*Vocation stresses personal responsibility on the part of the practitioner that cannot be abrogated by technicist prescriptions and preconceived formulations characterizing a cult of efficiency*” (Collins, 1991, p.42).

Bleakley (2001) speaks of vocation in terms of ‘Lifelong Teaching’. He says

*Lifelong teaching focuses us not only upon the nature of what we do, how we do it, but also why we do it at all. Lifelong teaching confirms the vocation, the calling, and then demands an ongoing reflexive interrogation of the nature of this calling.* (Bleakley, 2001, p.115).

He is emphasising the need for practitioners to engage with their profession to understand it as a means of professional development and as Hillier (2003) echoes practitioners need to be able to think critically about their practice to be fully engaged with their professional responsibilities. If we are all to be lifelong learners then we are going to need lifelong teachers who do not see teaching as just another job. They need commitment to the profession as much as to the students and this needs to begin with the training process.

Professionalisation is usually driven by the desire of those within the particular occupation to be seen as professionals (Tummons, 2007). In the PCE sector, as in other sectors, professionalisation seems to have been process driven by the desire of policy makers (rather than the sector) who initiated changes that led to the adoption of managerial techniques to run the sector as a business in the interests of economic competitiveness. Creating a professional workforce was deemed to be a necessary development for the same purpose but this created a tension between a managerial ethos where students are commodities to be serviced and measured, and an ethos of professionalism where meeting students needs is central (Tummons, 2007). As Jameson and Hillier (2003, p.3) point out “*Being large, a bit rambling and very diverse, the sector has for years faced considerable challenges that have threatened to stretch its resources beyond capacity.*” Yet it is the

PCE sector that has become the focus of government attention as a means of securing economic competitiveness and social inclusion (Lucas, 2004). As Edward et al. (2007, p.169) observe *"To implement change in any sector or organization requires staff with the time, capacity, energy and motivation to make it work"*.

Gleeson et.al. (2005) suggest that far from being professional teachers, the expectation is that PCE teachers will be 'Jacks of all trades' and the issue for professionalism here

*...relates to uncertainties about losing a sense of professional identity and status, as practitioners move from being accredited, subject specialists with expertise such as 'an economist', through higher order teaching – 'a lecturer' – followed by what some see as a slow downgrading of their professional status as it changes to being 'a teacher' of lower status courses, towards a welfare or 'key skills' function (Gleeson et.al. 2005, p.453).*

What the authors are saying is that the expanding role of the practitioner is eroding their status as not only professionals in their specialist areas but also as teachers. The diversity of skills and knowledge in PCE is seen to be narrowing to meet the political desire of others; that is, increased emphasis on employability skills, to meet the needs of the skills agenda, may be leading to less choice in the type of courses available and potentially, less need for the skills of some subject specialists. However, *"Teaching is worth more than just delivering someone else's agenda, although it should always be accountable"* (Crawley, 2005, p.139). Professions and professionals are not passive acceptors of the dictates of others but act to interpret change and adapt to it in the best interests of those for whom the change has an impact.

Changes in any profession are a reflection of changes in the wider society to meet changing social and political needs. For PCE practitioners it is more than the choice between compliance and non-compliance with change because they mediate the learning context to achieve the best outcome for students (Gleeson and James, 2007). Jarvis (2006, p.237) observes *"Teaching has not dropped the old in the face of the new, merely incorporated the new into the old and adapted to all the changes that are occurring."* The national focus on skills and economic performance has meant a re-emphasis on the transmission skills of teachers especially in PCE whose past history (related to its links with employers for the delivery of vocational courses), has meant its identification as an 'expert' in the transmission of employability skills. The model adopted for the training of

PCE teachers is practical skills drawn from a set of professional standards and linked to competency statements by which skill acquisition can be measured and monitored (Thompson and Robinson, 2008; Holloway, 2009). In this way the PCE sector is controlled so that it meets the aims of policy makers and the perceived needs of employers above the needs of students. Supposedly independent of government control, the PCE sector has an inordinate number of regulatory bodies (Lucas, 2004; Holloway, 2009) and operates within a culture of monitoring, audit and inspection carried out by agencies controlled by government (Gleeson et.al. 2005) and this includes how practitioners are trained to be teachers as a means of regulating the delivery of learning to students.

In 2004 'Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector' (DfES Standards Unit, 2004) was published, and in this document proposed reforms for teachers and trainers in PCE were laid out. These included the proposal for giving practitioners qualified teacher status – something schoolteachers have held for a long time and a long awaited move towards parity between school and college teachers. The aims of this document were to set out government aspirations for change in the quality of PCE teacher-training (Thompson and Robinson, 2008) and to highlight proposals for changes to professional standards and qualifications that would "... *contribute to the professionalisation of teachers, tutors and trainers in the lifelong learning sector*" (Lifelong Learning UK, 2007, p.5). Not only did 'Equipping our Teachers for the Future' envision parity for PCE teachers with school teachers but it also foresaw an increase in the status of the sector as a whole so that people would choose to enter teaching in PCE as a first rather than second career.

The intention of policy makers was to reform and professionalise the PCE sector to meet the needs of the economy in terms of raising skills levels. Randle and Brady (1997) note how invisible PCE was until the government decided that certain of its policies were more achievable through the PCE sector – for example, providing skills for work for disaffected young people and adults with low skill levels caused by poor school performance. To achieve its aims government has had to pay more attention to the PCE sector and the PCE teaching workforce (Thompson and Robinson, 2008). However, there is an assumption that if a policy is effective then certain outcomes will follow and if these things do not happen then the policy has not worked (Hillier, 2006). The journey between the aims of a policy and the outcomes is a long one and not straightforward. Policy is translated as it

travels from inception to implementation so that it suits the needs of the receivers of the policy and may not reflect the intentions of the policymakers (Edward et.al. 2007).

In a critique of government policy Thompson and Robinson (2008, p.168) note that “...*a fundamental flaw of government policy is that it contains no robust conceptualisation of how initial teacher training for the sector should work in a way that is adapted to the distinctive features of learning and skills provision.*” The diversity of the PCE sector is subsumed to models of teacher-training that serve to produce schoolteachers rather than the flexible specialists needed to meet the needs of adult learners (Thompson and Robinson, 2008; Holloway, 2009). A ‘one size fits all’ approach has been adopted which fails to recognise that the education of adults is different to the education of children because of the variety of educational and training requirements involved (Lucas, 2007) and that the PCE sector needs flexibility to do the job that it does.

Lucas (2007) acknowledges that the approach to PCE teacher-training “*haphazard and uneven*” and suggests that this is because it reflects the diversity within the PCE sector and the attempt to meet the needs of adult educators. The variety of courses on offer requires a variety of practitioners who are allied traditionally to the subjects they teach and this means variance in teaching practices (Lucas, 2007). As the PCE sector has become more prominent in the political arena then it has become more regulated and the role of the PCE practitioner has been redefined to encompass skills that go beyond those of a subject specialist (Clow, 2005; Lucas, 2007). Nicholls and Jarvis (2002, p.9) observed that “*Increasingly there is a government agenda to impose a curriculum on the post-compulsory sector, requiring transferable skills, information technology skills, communication skills, as well as specific numeracy and literacy skills.*” These skills relate directly to the “*academic competence of the individual*” (Nicholls and Jarvis, 2002, p.9) and positions the PCE sector within the realm of compulsory education as additional purveyors of basic skills.

Gleeson et.al. (2005) suggest that PCE needs help to redefine itself because its strengths of flexibility and adaptability have left it vulnerable and fragmented. Being fragmented is a weakness that has allowed the policy makers to introduce changes into the PCE sector and define its professionalism without too much opposition. The professionalisation of the PCE sector has led to a change from defining practitioners through their prior professional occupation to defining them through their teaching skills that need to be flexible, cross-

curricular and measurable. PCE practitioners, it is suggested, need to be flexible specialists who are self motivated towards adapting to change as the need arises (Usher et.al. 1997). Gleeson and Knights (2006, p.280) observe that “... *in terms of locating the source of professional power in the ability to define the relationship between the occupation and its clients, public service employees are heavily constrained by the state.*” The idea that government intervention has meant closer scrutiny of their performance, teaching skills and CPD, as both trainees and practitioners, will be explored with the participants in this study.

Edward et.al. (2007, p.158) comment that “...*from the perspective of policy-makers, teaching staff may be seen as the last link in the policy change, the ultimate implementers whose behaviour they seek to change, if the experience of learners is to change.*” The authors are saying that to implement policy change requires changes in teaching practice. They also suggest that PCE teachers could be seen as victims in receipt of policy change which may impact on their idea of students needs. Students do not see the policy makers but they do see the effects of policy on their teachers and if those teachers are unable to manage the changes then students may suffer (ibid.). Having no control over, or input into, policy changes can de-motivate teachers and lead to apathy in their delivery and practice. In my experience the pace at which change has happened in PCE has created a greater workload and increased stress levels because of the lack of time to consolidate and embed the changes. Edward et.al. (2007) report that the commitment to their students means that some PCE teachers find ways to cope with the many changes whilst others leave the profession. Coping strategies are not part of the 2007 PCE teacher-training courses but perhaps they should be in view of what is expected of PCE trainee teachers by their employers; that is, PCE trainee teachers are often “... *expected to perform like any other teacher*” (Orr and Simmons, 2010, p.86) as soon as they begin practice regardless of their lack of training.

The PCE sector has a flexible and multi-skilled workforce with a managerial ethos in control of it, and its work, in the belief that a good management system, together with a professional workforce, can deliver “*economy, efficiency and effectiveness*” (Randle and Brady, 1997, p.125). However, where a managerial ethos exists quality equals conformance to requirements, whereas in a professional ethos quality equates to high standard services (ibid). A managerial ethos requires a prescriptive and competence based teaching provision that is easily measured and can mean practitioners have less control

over the teaching process as they work within given targets. It may also imply a notion of deprofessionalisation (Gleeson and Knights, 2006) in that less of the practitioners' knowledge is utilised. Gleeson et.al. (2005, p.446) observe "*FE has much in common with attempts by governments world-wide to reform post-compulsory education and training within a global discourse of economic improvement, re-skilling and social inclusion*".

The move to a more centralist control, via the Department of Innovation, Universities and Skills (DIUS) and other government agencies (including IfL), means the professional status of PCE is defined by others rather than the profession itself and also gives government agencies control of the training process and its content so that it is aligned with their definition. This is something that is highly interventionist in a market driven society and as Keep (2006, p.60) observes "*National policy is now locked into a cycle whereby the state finds it necessary to intervene, frequently and in detail, in order to secure its objectives and to safeguard the expected fruits of earlier rounds of intervention.*" Successive governments have increased their input into all areas of teaching in the belief that improving educational standards will improve the economic competitiveness of the country (Kelly, 2004; Bathmaker and Avis, 2005; Keep, 2006). This is the opposite of the ideology of market led educational provision and the impetus for the incorporation of FE colleges through the implementation of the 1992 Further and Higher Education Act. Jarvis (1985, p.239) comments that "*...the process of professionalisation involves changes in the occupational structure so that it reflects whatever professional model the elite of the occupation espouse.*"

The PCE sector has become a business run by managers to meet the perceived employability needs of society in the drive towards economic success. The sector has experienced "waves of change" (Edward et.al. 2007) in a bid to professionalise it and its practitioners to enable that success. These changes have included the 2007 changes to PCE teacher-training but focus on the technical dimension of teacher-training in the new courses, in terms of ticking boxes to achieve a specific outcome, takes away the subjective element of critical reflection on practice (Hillier, 2007) and ignores the vocational (in terms of why people teach) elements of the teaching role. Policy makers appear to be more interested in results than in the professionals who get the results and teachers are judged by statistics not by their commitment to their profession and their students. In turn trainee PCE teachers, like those in this study, are judged on the achievement of competencies and their personal qualities, underlying their subjective skills in supporting learning, are by-

passed. It seems that the definition of professional to which PCE practitioners should aspire does not include commitment to their students. In this study, whether or not the participants perceive their work to be a vocational commitment is explored along with their other perceptions of teachers and teaching.

## SUMMARY

In the foregoing discussion ideas concerning professional identity and being a professional were explored and whilst the discussion is, of necessity, limited it demonstrates that gaining a professional identity is not straightforward. The work of Harré and his colleagues has shown that social action is akin to conversation in that individuals position themselves and others in accordance with the context of an event to allow the continuation of their storylines; that is, they engage in a reciprocal relationship in which both sides contribute to an on-going personal and/or professional development.

Changes to the identity of PCE teachers are a partial consequence of policy change demanded by government in its drive towards the up-skilling of the nation. PCE teachers face constant pressure as they try to keep up with the changes demanded of them and experience increased scrutiny of their work and performance. For some trainee PCE teachers there may be the added pressure of gaining qualifications whilst their identities are in transition between amateur and professional teacher. Other PCE trainee teachers may experience tension caused by the possibility of an alternative identity – professional teacher with a skill rather than skilled professional who teaches. Positioning Theory can help the understanding of where on an identity transition continuum an individual might be situated; for example, how far along the road between novice and expert, amateur and professional, untrained and trained PCE teacher. Professional identity creation is an on-going dynamic process and this study can only offer a brief view of the identities of trainee PCE teachers, as the participants in this study understand them, at one point in the continuum of professional identity development.

In relation to a discussion of being a professional, positioning theory can highlight not only the unequal relationship between the positioned and those doing the positioning but also that re-positioning can occur throughout the transition process as a result of changes in the storyline of both the trainee PCE teacher and the PCE sector. The PCE sector is diverse in its professional practices and its practitioners and both are influenced by internal and



external forces as they move towards a more professionalised status. How these influences are experienced and understood by a sample of individuals whose occupation is in the PCE sector informs this current study in an attempt to address the research questions. However, aligned with a phenomenographic stance, this study offers one view of the PCE teacher-training process and lays claim to nothing more than the individual views of a collective experience leading to an overview of one instance in time. The method and approaches used to explore this experience are reported in the next chapter.

### Chapter 3 ~ METHODOLOGY

*Trouble awaits those unwary souls who believe research flows smoothly and naturally from questions to answers via a well organised data collection system*

(Hodgson and Rollnick, 1989 cited in Robson, 1993, p.302)

The methodology adopted in any research project depends on the type of data required to answer specific research questions and selecting an appropriate methodology and data collection methods may be more complex than anticipated. Robson (1993), in echo of the quotation above, comments that researchers should not believe that what they plan will happen as unforeseen events change the planning and execution of research. Real world research is influenced by the constraints of the context and involves compromise on the part of the researcher (Walford, 2001). Researchers themselves can be data sources when they are within the context of the phenomenon being investigated because their knowledge of it may influence the construction of the research and constrain it (Walford, 2001). In this chapter the methodological approach taken in this study, the data collection and analysis methods employed, the ethical procedures followed and the biographies of the participants in the research will be detailed.

This study is shaped by the personal stories of the participants as they embarked on a transitory phase to becoming qualified PCE teachers. Their stories are reflections on training, teachers and teaching in general in a time of change where every move within teaching as a whole is under surveillance and increased scrutiny. It is also a period in time where the identities of everyone working in the PCE sector, and to some extent the identity of the sector itself, are affected by a move towards greater professionalisation of the education of adults. I believed that to explore the actions and perceptions of trainee PCE teachers, who were the participants in this study, needed a qualitative methodology and an interpretative research design to allow their voices to be heard. I wanted to explore the experiences of trainee PCE teachers, whilst undergoing the training process, and how this experience affected their sense of personal and professional identity and their professional status. They move position from being an unqualified amateur to a qualified professional teacher of adults who can deliver a programme of learning in an approved and appropriate manner. It is the transitory phase between untrained and trained PCE teacher that was the focus for this study.

## METHODOLOGICAL APPROACH

### Quantitative and/or Qualitative?

Quantitative approaches to research are closely aligned with the positivist paradigm and the belief that human behaviour can be reduced to quantifiable variables that explain the causes of it (Charmaz, 2006); whereas, qualitative approaches to research are aligned with the interpretivist paradigm and seek to understand the meanings given to behaviour by the actors themselves (Denscombe, 2010). However, qualitative and quantitative approaches are not mutually exclusive and can be beneficial to the research process when used together (Robson, 1993; Denscombe, 2010). Indeed, a mixed methods research strategy may give a more complete picture of the data in that whilst each approach gives a different perspective, when combined they provide a holistic overview (Denscombe, 2010).

In this study a mixture of methods was used where some quantitative data were gathered in the form of responses to a questionnaire seeking biographical information about the participants as a background to data collected by qualitative methods. Qualitative data were gathered via participant produced drawings (with an accompanying description of the drawing – its story) and interviews. All three data collection methods sought to elicit responses to the research questions which were:

- ◆ How do trainee PCE teachers see themselves and the work they do as teachers?
- ◆ What are trainee PCE teachers' views and experiences of the training process?
- ◆ What are the views of trainee PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?
- ◆ What are the views of experienced PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

Whether they are words or images, qualitative data are interpreted by the researcher and are not untouched by the research process and recorded in a pure form to be presented to the reader with no comment. They need the researcher as interpreter to vocalise what they represent. In this study, input from the participants was also needed as a means of correcting any misrepresentation, on my part, of the meanings portrayed in the stories or drawings produced by the participants. Whilst the content of the drawings was visible, the context and connections (Table 3.3 below) were not and only the participants knew the whole story. Thus, an interpretative approach was needed to fully explore the meanings.

The interpretative approach adopted in this study was phenomenographic which is an approach where views expressed have individual variation and collective similarity meaning that each experience is individual and, therefore, the meaning of the same experience is construed in different ways to give a collective picture of a moment in time. Phenomenography is an exploration of the range of meanings within a sample group, not as a range of individual meanings, but as a single holistic view of a given phenomenon where meanings and description are the focus; that is, qualitative data are primary. This provides a *pool of meanings* (Akerlind, 2005) from which emerges the eventual interpretive analysis.

#### Interpretative Phenomenographic Approach

Robson (1993) describes an interpretative approach as an exploration where theories and concepts emerge from the research through the qualitative responses of the participants to the research phenomenon. Phenomenography also deals with emergent themes and the qualitative responses of individuals to phenomenon and is, therefore, an interpretative research methodology. The premise underlying phenomenography is that there is only one world but this is experienced in different ways by different people giving a multiplicity of interpretations of the same phenomenon. Akerlind (2005, p.323) explains

*... the researcher aims to constitute not just a set of different meanings but a logically inclusive structure relating to the different meanings. The categories of description constituted by the researcher to represent different ways of experiencing a phenomenon are thus seen as representing a structured set - the 'outcome space'*

This gives the researcher a way of looking at a set of experiences as a whole phenomenon rather than as a collection of individual experiences. Furthermore, the relationships between *categories of description* (Marton and Pong, 2005, p.335) should have a logical connection to each other but are not determined in advance because they emerge from the data as the researcher interacts with them (Akerlind, 2005); in other words, the categories of description are decided by the researcher and should be organised in a logical sequence as the data analysis is conducted. The aim of phenomenography is to be as true to the data as possible to give an authentic interpretation of the experiences and perceptions provided by the participants. In other words, the participants are given a voice and this is what I wanted to achieve in this study. Collecting data via questionnaire, drawings and their stories and interviews I hoped to gather a "*pool of meanings*" (Akerlind, 2005, p.325) from which would emerge the ideas and perceptions of the trainee teacher participants to give an

overview of teachers, training and teaching in the PCE sector. This would give, in phenomenographic terms, the *outcome space* (Akerlind, 2005, p.322) where the relationships between the experience and the experiencers could be viewed.

The strengths of using an interpretative methodology lie in that it is descriptive, humanistic (researchers get close to the participants without being over-controlling), and that it can scratch away at the surface of social reality to examine the deeper meanings people give to their own realities (Denscombe, 2003). In interpretative research the control is given back, in part, to the researched because the participants are allowed to speak for themselves through the stories they tell. It is the participants' interpretations and meanings which become uppermost rather than those of the researcher albeit in a way that has been mediated by the researcher. In this study, the use of participant-produced drawings, with accompanying stories, meant that the participants were in control of what they drew and what they wrote. They had a brief and submission date to work towards but other than that my influence on the process of drawing and writing was minimal meaning a personal and individual drawing was produced.

The weaknesses of using an interpretative methodology lie in the very things that are its strengths – using description as analysis, and the researcher becoming involved with the research and using empathy to gain understanding. There is also the issue of objectivity. This is said to be achieved by the researcher shutting off her/his own values and beliefs (Robson, 1993) to avoid influencing the research, but how far can this be achieved when people are researching people? For the interpretative researcher, reflexivity becomes an integral part of the research to enable him/her to recognise where and how they influence the research (Denscombe, 2003) and to acknowledge it. In this study, my influence on the data collection process, as far as possible, was kept to a minimum but the fact that I was an insider-outsider researcher (discussed below) meant a *position of discomfort* (Hamden, 2009, p.380) for me to inhabit. However, as Hamden (2009, p.386) notes “*In qualitative research, there is no detached, objective position from which to study human beings*” because the researcher is part of the research. This is where reflexivity can help the researcher to think critically about their work and their position in it to enable him/her to demonstrate objectivity.

An interpretative approach allows for the inclusion of some details of the researcher because the researcher can reflect on the production of the research, as well as his/her

impact on it, and acknowledge this as part of the research (Denscombe, 2003). This also allows the reader to situate the researcher within the research and assess the impact of this for himself/herself because the reader can 'see' the researcher. The researcher is a part of the story from the beginning through to the end and as such his/her participation should be as transparent as is practicable to deliver a sense of accountability to the research. This is particularly relevant to those researching their own practice to expose any conflict of interests so that it can be addressed. In this study, I was not, in essence, exploring my own practice but that of the participants and that the research should not interfere with their success in their course was paramount to their participation and both implicit and explicit in the agreement between them and myself. That the research should not interfere with the achievements of my teaching groups was also part of the agreement to carry out the research between myself and the college for which I worked. Nevertheless, constant vigilance through reflexivity was necessary to ensure no conflict of interests occurred.

#### Insider-Outsider researchers

Hellawell (2006) speaks about researchers being on a continuum of the insider-outsider role, where there are different degrees to which a researcher can be classed as inside or outside the research. He contends that it is an advantage to be both because the empathy of the insider can enhance the objectivity of the outsider giving insights into both perspectives. It is important for researchers to recognise where they are on the continuum to aid their reflexivity enabling them to acknowledge their influence, the influence of the participants and the interaction between these influences (Hellawell, 2006). As noted above "*Insider-Outsider researcher positions are usually seen to cause some form of discomfort for the researcher*" (Hamden, 2009, p.380) because they need to balance being an insider researching as if an outsider. They are advantaged as insiders by knowing the context of their research but disadvantaged in that they may not be detached enough to maintain the objectivity of the research.

As an insider-outsider researcher I recognise that there was potential for a conflict between my roles but trust is an important part of the relationships I have in my practice and in this study trust helped to maintain the validity of the research in that it was possible to vocalise and discuss the potential for a conflict of interests with participants as they were given my email address as a point of contact. Being some of the participants' teacher meant that I could not 'hide myself' from them in the research process because they knew me as much as I knew them and anything other than honest behaviour from me would not have been

tolerated by them. Switching to the role of researcher meant me being more passive than I am used to when enacting my role as a teacher but stepping out of my role of teacher was important to the objectivity of the study. I was also concerned that I maintained objectivity as far as was possible to represent the views of the participants honestly.

In this study I was positioned at the insider end of the continuum in that I worked in one of the colleges in which I was researching and some of the participants were employed by the same college as well as being my student group. This meant a potential for shared meanings held by us (the participants and myself) to become an assumed rather than actual knowledge and understanding (Hellawell, 2006). At the outsider end of the continuum I was no longer a trainee teacher and I did not work in the same fields as those undertaking the teacher-training courses I was teaching. Within the dynamic context of my practice my experience and age, as dimensions of the continuum (ibid.), changed my self-perception positioning me in alternate identities. For example, sometimes I felt like an elder statesperson of the teaching profession and at others like a novice depending on the teaching experience and age range of the trainee teachers within the student group. My position shifted as the context changed because of the dynamics in the classroom. Dynamic contexts can be complex and need a research strategy that allows their interpretation to be as complete as possible. The dynamic context in this study was one bounded instance of a specific group who were a representation of a wider group; that is, this study was in effect a case study.

### Case Studies

Having decided on the use of an interpretative approach, the context in which I was researching suggested a case study strategy would be appropriate to use. Robson (1993, p.146) defines a case study as *"a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence"* and not just studies of individual people. In this study, the 'phenomenon' was PCE teacher training and the 'case' was the group of trainee PCE teachers bounded by the time period of their attendance on a PTLLS course.

Case studies strive to portray the reality of a situation or phenomenon through the eyes of the participants via their feelings and thoughts about the situation or phenomenon (Cohen et.al. 2000). Their focus is on one instance of a phenomenon with a view to potentially highlighting wider implications with their underlying aim being *"... to illuminate the*

*general by looking at the particular*" (Denscombe, 2010 p.53). In this study, I wanted to explore the PCE teacher training process via the experiences and perceptions of trainee PCE teachers and a case study strategy was appropriate because of its resonance with an interpretive methodology (Cohen et.al. 2000). However, the case study strategy here is not traditional in that it does not use participant or non-participant observation (Cohen et.al. 2000) as a data collection tool. The type of case study this study resembles mostly is that of a *social group study* (Robson, 1993, p.147) where the analysis explores the relationships and activities of the group providing a description of their experiences from their own perspectives.

Denscombe (2010, p.57-58) says that use of a case study strategy is a question of suitability and in the main there are four reasons why using a case study approach could be justified and these are:

- |                          |   |
|--------------------------|---|
| 1. Typical instance      | Where the instance being studied can be generalised to the whole because the sample used is like most of the rest of the population.  |
| 2. Extreme instance      | Where the instance is worth studying because it is so different from the norm.  |
| 3. Test site for theory  | Where the instance is used to test a new theory against a previous theory and if it holds true then the results would be predictable. |
| 4. Least likely instance | Where the phenomenon is unlikely to occur the validity of a theory is tested.   |

In this study a typical instance was explored as the participants were a small sample of trainee PCE teachers undergoing a statutory training course to be delivered nationwide to the wider population of all trainee PCE teachers. This small sample was one example of a group of trainee PCE teachers drawn from the broader class; that is, the participants in this study were a sample of trainee PCE teachers undertaking the same training course at the same point in time as other groups of trainee PCE teachers and could, therefore, be considered illustrative of the wider population of trainee PCE teachers. It should also be noted here that the participants were taking part in the first full delivery of the new courses, which had been piloted the year before to modify them, and this was an opportunity to hear the stories of students undertaking them at their introduction.



The use of a phenomenographic approach, combined with a case study strategy, in this study served to provide an interpretive base for analysis and the foundation for the data collection methods to be used.

## DATA COLLECTION METHODS

Reason and Hawkins (1998, p.81) observe that

*There are many languages in which meaning can be created and communicated: the languages of words which lead to stories and poetry; the languages of action which lead to mime, gesture and drama; the languages of colour and shape that lead to painting and sculpture; the languages of silence and stillness which are part of meditation.*

The languages these authors are speaking of do not give meaning directly but are symbolic demonstrations of meaning. They are expressions which can illuminate explanations and, vice versa, explanations can clarify expressions and each of these is needed to help give meaning to the concepts and ideas arising in research. Expression and explanation are tools for reflecting on and giving meaning to experience. The use of drawings with accompanying stories and interviews in this study was a means by which the participants could express and explain their experiences of teachers, teaching and training to be teachers. A questionnaire was used to collect participant biographical data but the drawings and stories were the main tools of expression and explanation.

### The use of drawings and stories

There are two basic reasons, broadly speaking, why visual images are used to collect data and these are either for the factual information within them or for the significance and meaning that lie behind the content (Denscombe, 2010), the latter reason is relevant to this study. The use of participant-drawn images as a data gathering tool was a new idea to me and one that caught my imagination as an alternative means of revealing participants views and feelings. In order to test out whether this method would provide me with data about how the trainee teachers in this study see themselves and their profession I used a pilot study to trial it. The results of the pilot study showed that drawings had a reflexive quality but on their own, as a data collection method, they were limited because they were open to various interpretations and follow-up interviews were necessary to clarify what the participants had produced.

Rose (2001) does not propose a methodology specific to drawings made by research participants, as in this study, but does discuss a methodology for use with the interpretation

and analysis of other image types. She proposes a framework that has three sites of image interpretation: 1) The site of production of the image; 2) The image itself; and 3) The site(s) where the image is viewed by different audiences. Along with these three sites are three other aspects Rose (2001, p.13) calls *modalities* which impinge on and cross over them, namely the technological aspect (how the image is produced), the compositional aspect (the content of the image) and the social aspect. The latter aspect comprises the social, economic and political relationships which are created within the image because of the lived experience of the producer of the image.

The use of these sites and modalities emphasises the importance of approaching the analysis and interpretation of images used in research in a structured way to control the subjectivity of image analysis. Images need the interpreter more than stories as the interpreter tries to answer questions of symbolic representation and of association and similarity with other texts (Denscombe, 2003). Images freeze a moment in time and give a concrete record which can be analysed so that raw data in pictures can become research findings in words (Denscombe, 2010). However, interpretation is subjective which is why the accompanying stories, as well as the follow-up interviews, in this study were important. They gave the participants an opportunity to voice the intended meaning of their drawings and thus limiting any misrepresentation.

Clarke (2004) discusses the use of pictorial information and its analysis. She admits that the use of drawings was not a clearly developed strategy for her research but the drawings provided a variance to the information gained from interviewing. She comments that "*The drawings, despite the reticence with which they were produced, provide us with access to variables in this assemblage that can't be reached through words alone*" (ibid. p.12). Reticence to draw was a variable I had not considered seriously – I knew the trainee teachers in this study and assumed they would be co-operative forgetting that some people do not like to draw or believe they have no drawing skills. Participants in the pilot study did show reticence to be an influence on what was drawn so I paid more attention to this factor when conducting the main study by allowing the participants to produce the drawings in their own time. I reasoned that without my presence the pressure to draw was lessened and the freedom to decide what to draw and how (or not to draw at all) was in the hands of the participants. I continued to use drawings as a data collection tool because I saw this as a viable means for the participants to express themselves that might yield data reflecting latent expressions of their thoughts and views.

Clarke's (2004) research explored the ways in which flexibility is a key element in the lives of people who worked (ancillary and teaching staff) or studied in two FE colleges. During the course of a one hour interview the participants were asked to draw a diagram of where they worked but the drawings were an adjunct to the interviews and for the most part required prompting by the researcher for the participant to complete the drawing. She acknowledges that the drawings did not give any special knowledge about the participants' experiences but they did give a different kind of knowledge to that provided in the interviews. She comments on trying to understand the relationship between the research and the results that *"When we take things apart to look at the pieces, picturing places is just one more way of putting them back together again"* (Clarke, 2004, p.12). For me, interviews can seem awkward no matter how relaxed the interviewer and the interviewee and drawings offered what I felt to be a more relaxed way of approaching an area of discussion as well as a different way of understanding what the interviewees were saying to me about their experiences of being trainee teachers.

Spenceley (2007) approached her research, with in-service trainee PCE teachers, from the position of teacher-educator (which echoes my own position in this study) and explored the trainees initial impressions of PCE. Her data collection tools were interviews after *"...the construction of image-based rebuses by individual learner-educators responding to a series of statements..."* (ibid. p.87). A rebus is a representation of a word using images to describe it; for example, the word 'dog' could be described with images representing cute, playful, aggressive, loving and so on. The statements to which the sample responded (Spenceley, 2007, p.91) when constructing their rebuses were:

- \*I thought teaching would be like this:*
- \*I didn't expect teaching to be like this:*
- \*I thought teaching would make me feel like this:*
- \*I didn't expect to feel like this:*

Additionally, the researcher, with the help of colleagues, selected the images from which her participants could choose to describe their roles as teachers from a range of commercially available images. Her choice was bounded by what she considered to be the participants' lack of vocabulary pertaining to the field of education because they were trainees. She acknowledges the participants had a wide ranging experience and expertise in their fields but seems to view this as a negative and assumes a limited awareness of PCE ideology. Given that the participants were studying at *"7407 Stage 2 or PGCE/Cert.Ed. level"* (Spenceley, 2007, p.90), and my own experience of teaching those courses, I find

her assumption patronising in that elements of education theory and language were part and parcel of the courses and as such should have had some familiarity for the participants. However, no examples are given by the author of the range of images available to the participants and it is understandable that there should be a boundary to what was an almost limitless supply of images. It is also understandable that the researcher wanted not to exclude any participants because they did not understand, in her view, the language of teaching and PCE.

Spenceley (2007) adopts a novel approach to data collection (rebuses) but unlike the current study, she limited the freedom of expression of her participants by directing their choice to her own (and her colleagues) understanding of the teaching role through the images they had chosen. Her participants could choose which images they used from the researcher's selection but a boundary had been set around their choices. The participants in this study had no boundaries, other than their own reflections, to the choice of what they drew in answer to my request to draw a teacher. In this way I believed I would be presented with the participants own views and perceptions and I would hear their voices not mine.

Another approach to data collection and presentation was applied by Rippon and Martin (2006), in a narrative inquiry, using focused interviews and then presenting the data in the form of "...*composite characters Gemma and Jane*" (ibid. p.309) to speak for the participants in their study of the acquisition of teacher identity amongst new teachers. Their sample was drawn from primary school teachers in their first year of training and the researchers incorporated the initial teaching experiences of their participants into a fictionalised account of "Gemma's Day" (ibid. p.312). The formation of a generalised story from factual accounts of participant experiences was a novel means of exploring teacher identity (as was the use of drawings in this current study) and gave the participants total anonymity which allowed them freedom of expression. The person who wrote the story took no part in the interview process and was unknown to the participants and this retained trustworthiness in the story and a resonance with the participants' experiences (Rippon and Martin, 2006); that is, despite hiding them in a fiction the voices of the participants were still heard.

Clough (2002) also uses fictionalised accounts based on real events to explore the use of narrative in educational research as an alternative to traditional methods of data collection

and exploration. His idea was to provide exemplars for research students in the hope that “...readers will feel encouraged and enabled to develop inquiries which not only throw light on their objects [of research] but also simultaneously transform the means by which they do this” (Clough, 2002, p.5). He posits that telling stories can make visible those things which may remain hidden in other types of inquiry because parts of real experiences are incorporated into the narrative/story giving anonymity to the participants but sharing their experiences in a familiar context with the audience. The stories accompanying the drawings in this study offer the participants an opportunity to expand on the drawings they produce and give voice to their experiences of teachers and teaching.

The data collection tools used by Guillemin (2004) were participant drawn images and stories with follow-up interviews as was used in this current study. Her research was concerned with how patients saw their own health conditions (heart disease and the menopause) but the participants made their drawings during the interview rather than before as in this study. To find a piece of existing research that had resonance with my own was ‘comforting’ and gave added impetus to using drawings as a data gathering tool because someone else had done something similar. The contexts were different but the basic structure was the same and, for me, this meant it had been tested and shown to be successful in that drawings could be used to gather insightful data.

Weber and Mitchell (1995) used pictures and stories in their research to try to explain what ‘a teacher’ looks like and what s/he does and it was this research that was the initial spark for the idea of using images as a data collection tool. Weber and Mitchell (1995) posit that the ideas people have about teachers are culturally perpetuated and will have an influence on the self identity of teachers. They labelled their research as “... *a collective biography of teachers*” (ibid. p.9) and used a variety of existing images (from films, television, books and so on), as well as images drawn by children and teachers, to inform their analysis. They state that “*Images are constructed and interpreted in attempts to make sense of human experience and to communicate that sense to others. Images in turn become part of human experience, and are thus subject to reconstruction and reinterpretation*” (Weber and Mitchell, 1995, p.21); that is, people create images and texts and in turn are shaped by their creations. How far their wider experiences of teachers and teaching had influenced the participants in this study was something I hoped would emerge from the data I collected via their drawings and accompanying stories.

Story telling and research writing are both forms of textualising social observation. They are not the same but have in common the reading and writing up of situations and events. Story telling is supported by the author's imagination and knowledge of the characters. Research writing is supported by the researcher's interpretation of the actions observed and of other researchers' contributions to the given context in differing circumstances. Each requires reflective and original thinking, and the author's experience, to produce an informative story which engages the reader in debate rather than an acceptance of what is presented as definitive – it allows voices other than those of the researchers to be heard as the story is continued.

Charmaz (2006, p.46) states “... *we know the empirical world through language and the actions we take toward it. In this sense, no researcher is neutral because language confers form and meaning on observed realities. Specific use of language reflects views and values.*” The language used in telling a story is pertinent to the type of story being told, but this can be limiting to the teller dependent as it is on the audience for whom the story is meant. It is also limiting to the voice of those who are the subject of the story. Clough (2002, p.83) observes that, for research purposes, language “... *must serve to render the object not as the researcher sees it in experience, but as the research community would have it, as re-presented by so many data whose validity can be checked and referenced.*” If researchers want the objects of their research to be heard, should they not be allowed to speak in their own words? If researchers want their stories to continue by being read should they not speak in an intelligible manner? In this study, it was important to me that the participants spoke in their own words, defining their own meanings of their actions and the actions of others, to provide an individual view of their teaching and training experiences. From this I hoped to gain a holistic overview of what it meant to be a trainee PCE teacher during the first presentations of the new PCE teacher-training courses.

In whatever way researchers tell their stories they bring with them the language they are used to using and have helped to construct. Researchers do not come to the research situation as innocent beings devoid of meaning. They have been positioned, socialised and instructed into the meanings and realities of their own particular stories by their interactions and conversations with others (Harré and van Langenhove, 1999). Their stories are tainted by the stories they have heard, and other stories they have created and told; thus, they can only give one version of a story – their own version. Usher et.al. (1997, p.218) state that where research is undertaken by practitioners, as with this current

research, then the researcher needs to acknowledge the self as “... *not one who is merely located structurally within an arena of negotiated relationships but also on a dynamic personal trajectory of understanding.*” In the telling of the story of this research elements of myself, in terms of my own values and beliefs, will undoubtedly show through because this is my story of how I understand the research I have undertaken.

Researchers cannot be value free and neutral despite their claims to objectivity (Denscombe, 2010). They have their own story to tell in their research and this will be influenced by the underlying agenda of the research (Usher, 2001). This does not mean researchers should not strive for objectivity in their work – without objectivity then authenticity is lost. All stories need authenticity to make them believable – how real would fairy tales be if they did not have the ring of authenticity about them? At the same time the subjectivity of the researcher, and that within the research, should not be dismissed as irrelevant by the researcher or his/her audience (Usher et.al. 1997). It needs to be acknowledged and even explored in terms of another way of experiencing, or thinking about, a phenomenon (Denscombe, 2010). Subjectivity and objectivity each contribute to research by colouring different elements of the story, and positioning it, to clarify understanding of the event and/or behaviour under scrutiny.

The research studies outlined and discussed in this section were the inspiration from which this study took shape. However, unlike Clough (2002), and Rippon and Martin (2006), I did not want to use fictional accounts as a research tool. My belief is that fictions, whilst allowing the voices of participants to be heard anonymously, cannot but leave them open to abuse and become more like fairy tales than narrative stories– they lose a certain reality and I wanted the stories to speak for themselves without any disguise. I did not want to direct and limit the participants like Spenceley (2007) or prompt them like Clarke (2004) so that my influence mediated the participants’ self expression. Like Weber and Mitchell (1995), Guillemin (2004) and Chan and Schwind (2006), I wanted personal experience to define the participants’ perceptions of training, teachers and teaching. My belief was that the combination of drawings and stories, because they have at their heart reflection on experience, would enable the participants to communicate an individual expression of their experiences of teachers and teaching.

#### The use of interviews

In addition to the drawings, I also interviewed ten of the participants. Silverman (1993, p.114) says that interviews “...offer a rich source of data which provide access to how

*people account for both their troubles and good fortune*". As a complement or supplement to other methods of data collection interviews can enrich data already collected with their structure determined by the amount of control wanted by the interviewer (Denscombe, 2003). The most common way people have of communicating is through talk, and it is through talk that interviews explore the meanings people give to their actions but interviews are more than just a two way conversation. They are designed to elicit the responses of one person to the questions of another in the same way that a questionnaire elicits responses in a "*guided conversation*" (Walford, 2001, p.89). The interviewer controls the event and guides it by giving prompts where necessary to potentially gain further insights into the lived experience of the respondent (Jones, 1996). They are enticing to undertake because no new skills need to be learned (Walford, 2001) and we all know how to conduct a conversation; but in reality it is not so straightforward because interviews hold a set of assumptions and understandings not usually found in general conversation (Walford, 2001; Denscombe, 2003).

In part the validity of an interview comes from mutual understanding of the event and of the phenomenon being discussed (Silverman, 1993). Jones (1996, p.85) notes that "*...we manage, or orchestrate, the responses of others by presenting the image of our self we wish them to hold*". We know that others interpret our behaviours so we manipulate the situation, wittingly or unwittingly, to present the most positive image of ourselves for interpretation by others. This is more evident in interviews where those involved need to manage the impressions of themselves they display; thereby, responses are dependent on decisions made about each by the other and the resultant positioning of interviewer and respondent (Jones, 1996). This almost inevitably means that data obtained in interview are distorted with the most common distortion in interviews being where the respondents try to 'second guess' the interviewer to give him/her the wanted response as they perceive it (Jones, 1996). To minimise this effect, and others resulting from the personal characteristics of the interviewer (such as gender and ethnicity), requires an awareness of the bias that might be generated and what this means for the research. The pilot for this study allowed for the testing of questions to be used in follow-up interviews and also to highlight the potential for bias in the interaction between interviewer and interviewees.

Interviews with the trainees in this study were used to elicit the perceptions and views held by them relative to: the new training course they were experiencing; the potential effects of the new regulations pertaining to their work; the attributes of teachers and teaching; and



whether or not they saw themselves as teachers. The use of interviews in this study was deemed important in developing the data obtained from the drawings to better understand the meanings ascribed to them by the participants. I wanted the interview to be flexible so that themes raised by the respondents could be developed *ad hoc* so the type of interview used in this study was a semi-structured interview (Denscombe, 2010, p.175) or “*interview guide approach*” (Cohen et.al. 2000, p.271). In this style of interview the questions are in an outline form specified in advance, and the sequence of asking, and any amendment or addition, is decided by the interviewer during the interview. Having an outline gives a systematic approach that can be standardised for all respondents but the flexibility of ‘going with the flow’ means some questions may be missed out lessening the degree of comparability between interviews.

In addition to the trainee teacher participants I interviewed four experienced teachers (labelled by me as ‘experts’ as a means of identification only) who were or had been teacher educators on teacher-training programmes to add insight from another perspective. They were not asked to participate in the drawing element of this study but were interviewed using a similar approach to that for the trainees. The focus of the experts’ interviews was on the process of training and the impact of changing policies and they were used to elicit the perceptions and views held by the experts relative to recent policy change affecting trainee teachers and the potential effects of that change. The context of this study was the recent (and numerous) policy changes affecting the PCE sector and I believed that the experts would be able to comment on the effects of those changes more readily than the trainees interviewed in this study.

## DATA COLLECTION PROCESS

Data collection took place between September 2007 and June 2008 and was achieved through the use of a questionnaire to collect participant biographical data, drawings of images of teachers and explanatory stories of the drawings to collect qualitative data concerning the participants own views (see Appendix A for the ethical statement, questionnaire and completion instructions). Ten of the completed drawings and questionnaires were then discussed in follow-up interviews in order to add extra insight to the views of the interviewees collected via their drawings and stories.

I decided that the potential participants would be my own teaching groups and those of colleagues who taught the same courses in the same year to give a viable and accessible

opportunity sample from which the participants could be drawn. The participants were not selected – they chose whether or not to participate. I also decided that 50 participants (see Appendix B for biographical details) would be the maximum number I could use for reasons of expediency and ‘do-ability’. To that end I produced and issued 50 sets of data collection sheets which included: a biographical questionnaire, a sheet for a drawing of a teacher with space for the story on the reverse, instructions for completing the questionnaire and sheets, a statement of ethical considerations and consent form (see Appendix A) and a stamped, addressed envelope for their return.

Appendix C gives details of the pilot study including participant details, instructions given for completion of the drawing and the questionnaire and questions asked in interview. As a result of the pilot study the interview questions were changed to emphasise the focus of this study and the interview time lengthened to allow for extended discussion if needed.

The trainee teacher participants were issued with the data collection sheets, asked to complete them in their own time at home and were advised that they did not have to take part. This approach gave the participants the opportunity to draw and write what they wanted without my direct involvement – researcher influence in research means caution on the part of the researcher in both direct involvement and interpretation of results to avoid as far as possible the bias this might generate. Participants were informed that they could contact me by email for any further clarification they needed to complete the data sheets and were asked to return them to me within two weeks and this they did. I received 35/50 completed data sheets giving a response rate of 70%. For 22 of the respondents I had been their teacher trainer, 2 were taught by a colleague and 11 were work-based training assessors at another college taught by one of the experts in this study. I had no guarantee that the drawings and stories were completed by the participants without assistance from others and simply trusted in the honesty of their production.

### The Sample

The 35 participants in this study were a small sample of trainee PCE teachers attending the Preparing to Teach in the Lifelong Learning Sector (PTLLS) course between September 2007 and July 2008. The sample consisted of 24 students from the college in which I worked and 11 NVQ assessors from another much larger FE college. Table 3.1 below shows the range of the participants in this study by age group and gender.

Table 3.1 ~ All trainees by age and gender

	25-34	35-44	45-54	54+	Total
MALE	4	4	2	0	10
FEMALE	5	13	5	2	25
Total	9	17	7	2	35

I had asked for information about age and gender to gain an idea of the spread of ages, and female to male ratio, within the sample. Females tend to outnumber males in many teaching areas including PCE and this is reflected in the sample with a female to male ratio of approximately 2:1. Noel (2006, p.152) notes that the PCE workforce is “*predominantly female, white and ageing*”; additionally, Weber and Mitchell (1995) noted a prevalence of white, older, female teachers in the drawings produced by their participants. An exploration of the gender imbalance in the teaching profession was an aspect outside the focus of this study but its impact lies in the fact that views expressed herein are predominantly female.

The dominant age range in this study is 35-44 but exploration of whether or not this reflected the wider PCE teacher training cohort as a whole was not undertaken at the time because age was not something to which I gave much consideration. I acknowledge that age may have some impact on the type of teacher you are but this aspect was outside the scope of this study. I wanted to know the spread of ages in the sample and recognise that the 35-44 age group is almost 50% of the sample meaning that the views expressed herein are predominantly from that age group. Given that most teachers in PCE have had work experience prior to becoming teachers, I would expect there to be a predominance of older people in my sample, and thereby be a ‘typical instance’ as discussed by Denscombe (2010) and noted above.

I also wanted information concerning the ethnic diversity within the sample; however, the concept of ethnicity can be misleading because of the variety of uses to which it might be put. Concern about the use of such information may also lead to a reluctance to answer the direct question “What is your ethnicity?” I hoped that a question concerning first language spoken would be less intrusive than the direct question and therefore asked “What is your first language?” on the biographical questionnaire. The responses indicated that ten languages were represented in this study with 24 of the 35 answering English and two declining to give an answer to the question suggesting they may have regarded even this too intrusive. I realise that ethnicity cannot be determined by first language spoken, and that the responses in this study may be due to the geographical location of the colleges

(along with the curriculum they offer), but the responses do illustrate a variety of voices within the sample.

Further biographical details are discussed in the next chapter. It was my belief that the participants in this study could be considered as representative of the PCE sector because the variance within the sample (the participants) echoed the variance within the group (the sector). This means there may be resonance with other PCE teacher-training groups and it would, therefore, be possible to draw conclusions from this local sample to make global inferences about the wider population of trainee PCE teachers. I know of no other research similar to this study to make a case to case comparison and evaluate its representativeness but my experience has shown me that PCE teachers, wherever and whatever they teach, have many things in common and their skills are transferable to other areas.

### The Data Collection Methods

Three methods of data collection were used and they served three different functions:

Questionnaire ~ For biographical data. These data gave a starting point for the study and a background introduction to the 35 trainees.  
The 4 experts were asked in interview to provide verbally brief background details of their teacher training experience.

Drawings and textbox stories ~ For thoughts and perceptions of the 35 trainees. These data gave an opening point to the follow-up interviews with 10 trainees and informed further questioning during them.

The drawings and stories each had their own 'box' in which to be produced (see Appendix A). All 35 trainees participated in this element but the 4 experts did not.

Follow-up interviews ~ 1. Trainees (10 interviewed) - For more detailed responses probing the meanings of the drawings and eliciting further details of their perceptions of teachers and teaching, and their own identity as teachers. See Table 3.2 below for details of the trainees interviewed.

2. Experts (4 interviewed) – For eliciting an interpretation of the effects (potential or existing) of the recent changes to teacher-training for those working in FE and AE.

Congruence between the two sets of interview data was sought by asking some similar questions of the two groups.

The participants were assigned a unique number (either 01 to 15 or B16 to B26 or C27 to C35 as shown on their drawings) as an identifier. The prefix of B or C designates a different cohort of participants – they all attended the PTLLS course during the specified time period (September 2007 and June 2008).

After they had submitted their drawings 10 trainee teacher participants took part in follow-up interviews. I had decided that 10 interviews were the maximum manageable given the time needed for transcription. The 10 who were interviewed were those who volunteered to be interviewed when signing the consent form in the data collection document on a 'first come first served' basis to avoid choosing those participants who produced, what I perceived to be, the most interesting drawings. The names used by the interviewees were chosen by themselves during the interviews as a means of anonymising their responses and they agreed to the recording of their interviews. All interviews were carried out in English. Details of the 10 trainees interviewed for this study are given in Table 3.2 below using information obtained from the biographical questionnaire completed by all 35 trainee teacher participants.

Table 3.2 ~ Details of the trainees who were interviewed

Name (& number)	Gender	Age Group	First Language
Veronica (01)	Female	25-34	English
Louisa (03)	Female	35-44	English
Jonathan (08)	Male	25-34	Greek
Kate (07)	Female	25-34	English
Frances (02)	Female	35-44	English
George (05)	Female	54+	English
Jane (09)	Female	35-44	German
Julie (15)	Female	25-34	Polish
Sabrina (14)	Female	35-44	English
Marx (10)	Male	25-34	English

The four experts interviewed for this study were an opportunity sample from amongst colleagues working in the PCE teacher training arena. They were chosen for accessibility and they chose the pseudonyms Harriet, Grace, Ruth and Linus in interview. Harriet was the Head of School at a large, grade one FE college and had a wide experience of education inside and outside of academia working in the past with providers and FENTO. Grace was the Programme Manager for the teacher-training programme at a small Adult Education (AE) college and had a wide range of experience of managing in quality, ICT, course provision and as a former tutor on the teacher-training programme. She spoke of

herself as “*a Jack of all trades and master of none.*” Ruth was the Programme Manager for the Access courses at a small FE college, had been a mathematics teacher for over twenty years, and at one point was Head of Department for teacher-training but at the time of this study taught numeracy for the teacher-training programme. Linus was the internal verifier for the teacher-training programme at the AE college where Grace worked and had been a mathematics teacher since 1969, but had worked in teacher development and training since 1984. Linus had also worked for City and Guilds writing some of the modules for the certificate (CTLLS) and the diploma (DTLLS) which are the next stages in the teacher-training courses after PTLLS.

The digitally recorded follow-up interviews with 10 of the trainee teachers participating took place at mutually convenient times after submission of the drawings. The interviews for the trainees took place in empty classrooms at the AE college where I worked as this was a central point for all of us. The content of the drawings and the stories relating to them were explored in this session – they gave an opening focus for the interview serving as an ice-breaker and as something to which we could return during the interview as needed. Interviews for the experts were carried out at their place of work at a mutually convenient time. A list of questions used in all of these interviews appears in Appendix A.

Each of the interviews lasted for approximately one hour and the discussion was structured around these questions designed to elicit personal opinions from the trainee teachers and the experts. However, the questions were used as prompts rather than a fixed question and response – the discussion was allowed to stray into areas outside of the questions to remove the formality that can be created in the interview process. It also allowed the interviewees the flexibility to develop their own ideas about the topics being discussed. For example, there was no direct question about the 2007 changes and yet they were discussed in terms of the trainees’ reactions to them via their experiences on the PTLLS training course. The questions for the experts held some similarity to those of the trainee teachers but were oriented primarily towards views about the 2007 changes. The recorded interviews were transcribed and forwarded by email to the trainee teachers and experts for verification of content but no changes were requested by them.

The data collection process was an emotional journey for me as well as an informative one. I had learned from the pilot study that interviews were needed to enhance my understanding of the drawings and stories produced by the participants. I had also learned

that I needed to have a view to balance to the views of the trainee teachers; hence, the interviewing of the experts. The emergent themes and ideas gave a starting place for the data analysis the outcome of which appears in the next chapter.

## DATA ANALYSIS METHODS

The data analysis for the drawings, stories and interviews was inductive rather than deductive and was carried out in four parts– drawings alone, drawings and stories together, interviews alone and then all three elements were compared for those who had been interviewed. In this way the drawings and stories could be examined separately in terms of their content, context and connections. The drawings and stories were exposed to an initial examination to obtain a first impression of them. A thematic approach was then adopted to aid their interpretation.

Guillemin (2004) draws on Rose (2001) and proposes a framework for the inclusion and interpretation of drawings in research. She modifies Rose's (2001) framework to make it more applicable to the analysis of drawings. Her image analysis began with a thematic analysis where she looked for commonalities in her participants' drawings. She then used her own adaptation of Rose's (2001) critical visual methodology framework to focus on the specifics of the drawings. Drawing on Guillemin's interpretation of Rose (2001, in Guillemin, 2004) I developed my own questions to ask of the drawings produced for this study (Table 3.3 below).

Table 3.3~ Questions asked of the drawings and stories

CONTEXT	Who produced the drawing? What is the background to the drawing production? How are the drawing and the drawer related?
CONTENT	What is being depicted? What medium has the drawer used to draw the image and why? What has informed the drawing? What does the drawing mean? How does the drawing relate to the story and the interview?
CONNECTIONS	Is there another interpretation for the drawing? Are there recognisable universal symbols in the drawing?

Along with the drawings, in a textbox, participants were asked to tell me the 'story' of the drawing so that I might understand what had been drawn. I had learned from the pilot study that these stories were an aid to interpretation as they were the participants own descriptions of what they had drawn. Coupled with the drawings the stories enabled me to confirm or refute inferences I made from looking at the drawings on their own. The stories

also told me what the participants had meant to display in their drawings as a means of alleviating potential misunderstandings especially as only a limited number of participants could be interviewed.

An outcome space (Akerlind, 2005) was created from the three broad themes that emerged from the drawings and textbox stories as shown in Table 3.4 below.

Table 3.4 ~ Three themes of the drawings and stories

Past Experiences	Drawings of figures representing teachers from past educational experiences of the artists
Present Perceptions	Drawings of symbols and figures representing the self as teacher and those teachers currently known to the artists
Future Aspirations	Drawings of symbols and figures representing good teachers and the aspirations of the artists

Marton and Booth (1997, cited in Akerlind, 2005) say that the categories within an outcome space should emerge from the data and not be pre-determined and should also: 1) say something *distinctive* about how the phenomenon being explored could be understood; 2) be *related* to each other; and 3) the outcome spaces themselves should hold as *few categories* as possible. In this way the data analysis should provide a good overview of the phenomenon as experienced by the participants by examining the differences and similarities between them. However, it should be noted that the outcome spaces will be only a partial representation of the variety of ways of experiencing a phenomenon and therefore they are neither right nor wrong just variations (Akerlind, 2005).

The drawings produced in this study depicted people and objects without labels to define who/what they were and to describe the meanings they held for the participants and, therefore, could not become an outcome space by themselves. The accompanying textbox stories supplied information to develop the data into outcome spaces. Confirmation (or not) of my interpretation of 10 of the drawings and stories was discussed in follow-up interviews with their producers and these interviews developed the outcome spaces further. They also aided the evaluation of my interpretation of the drawings of those participants who were not interviewed.

### Interview Analysis

Walford (2001, p.93) states that “*The nature of the transcription, or whether it is sensible to transcribe at all, depends on the focus of the research and the exact research questions that need to be answered.*” Although time consuming and tedious, the advantage of



transcribing interviews is being able to get close to the data and develop their analysis. Ideas concerning the analysis emerged during the transcription process but for the most part the exploration of the context of the interviews, and any potential analysis or interpretation of meanings within them, was not done until transcription was completed. Transcription also allows for repeated listenings to an interview to maximise the inclusion of information provided by the respondent.

Transcription turns a sociable event (the interview) into a record of data collected (Cohen et al. 2000). This raises the possibility of what is said being taken too seriously because as written text the interview has no context and is used as evidence (Walford, 2001). Transcripts change data from the dynamic to the static state as they remove the emotional involvement experienced on the day of the interview and relived during the transcription. Hearing the voices took me back into the interview again but reading what I had typed did not have the same kind of intensity of effect. I noted where laughter occurred in the interviews but the 'ers and ums' were not noted as I did not deem them necessary because I was not undertaking a conversational analysis – I was interested in the content of the conversation not the construction of it and interpreted the pauses as thinking time.

The transcriptions of all the interviews were exposed to initial 'eyeball' analysis by me to confirm or not any congruence between the interviews and stories and drawings, and also any commonalities in the interviews between trainees and experts. The transcriptions were then exposed to analytic coding where the questions asked in interview were used as initial units of analysis in order to compare the responses of each participant to the same question. From here emergent common themes were used to categorise the data into units containing similar thoughts and ideas. The common themes were: training courses, professional, teachers and teaching, and identity. Charmaz (2006, p.112) observes that in some interviews *"Strong bonds build trust and foster open conversations with research participants about areas ordinarily left unspoken"* The aspirations and reflections of the participants were also given voice because of the free flowing nature of the interviews.

Charmaz (2006, p.46) says that coding generates the framework for the rest of the analysis in that through coding researchers *"... define what is happening in the data and begin to grapple with what it means ..."* Rather than using letters and/or numbers to form a code requiring a key to explain it I chose to use straightforward words so that the coding would be transparent to the reader; Appendix D contains an example transcription from a trainee

and an expert and includes some of the coding. However, in line with a phenomenographic approach, the themes (or categories) were kept to a minimum in order to avoid focussing too much on one transcript to the detriment of others. As Akerlind (2005, p.330) notes "*The aim is not to capture any particular individual's understanding but to capture the range of understandings within a particular group*" and thereby provide a general interpretation of the phenomenon.

Transcripts provide for repeated readings for the purposes of coding and annotating which impose order on the chaos of the 'talking' (Silverman, 1993). I admit to the ever present desire to 'correct' the text as I typed due to an automatic action created through years of marking students work. This means that my transcriptions are not perfect replicas of the taped interviews; however, they were not embellished or altered. Silverman (1993) noted the difficulty of leaving the interview as it is because it has to make sense to readers of the finished document. Returning the transcription of their interview to each respondent in this study gave them the opportunity to amend what was typed in terms of removing potential misrepresentation. This accuracy check can also act as a means of validating the responses of the respondents to give a little more confidence in them as truthful (Denscombe, 2010). On an ethical level returning the transcripts to the respondents meant a further opportunity to reject their role as participants in this study by denying me access to their transcripts. None of the participants who were interviewed made changes to the transcripts and all agreed to their use in this study.

### **RELIABILITY, VALIDITY, GENERALISABILITY**

Reliability is the extent to which a research instrument consistently gives similar results to the original research at different points in time for differing researchers; that is, a study can be replicated. Validity is the extent to which a research instrument measures what it says it is measuring. Denscombe (2003) says that reliability and validity are aided, and researcher effects mitigated, where the researcher gives an explicit account of the aims and basic premises of the research, how the research was carried out, and the reasons behind key decisions made in the research. Whether or not a piece of research is generalisable depends on the representativeness of the sample and how applicable the results are (Robson, 1993) to other groups of the same type. In this study, 35 out of 50 trainee teachers became participants and the cohort from which they came at that point in time was made up of 44 from my own college plus 15 from another college giving a response rate of 24/44 (55%) and 11/15 (73%).

In this study the aim was to highlight the views and perceptions of trainee PCE teachers at a specific point as they moved through the training process using their own images and words. Asking questions of the drawings, the stories and the participants via interviews allowed for triangulation of the data leading to a certain reliability and validity. The use of a variety of data collection methods in this study also helped to give reliability and validity to the data collected (Denscombe, 2010). The consistency of the data generated in this study lends credence to the methods used and confidence in the accuracy of the data because the same 'question' was asked but answered in different ways. The follow-up interviews integrated into the design were a means of clarifying ambiguities raised by the drawings and stories for those who were interviewed. The congruence between these led to an element of confidence on my part that my interpretation, whilst limited for those not interviewed, was reliable.

The validity of this study was maintained as far as possible by the checks and balances of the participants because they were given access to their own data, collected through interview and questionnaire, to supply feedback on my interpretation and analysis. This kind of *respondent verification* (Charmaz, 2006) can strengthen the validity of research but should not descend into following the wishes of the respondents at the expense of highlighting the issues discussed.

In terms of reliability, this study could be replicated but I cannot say how similar to this study any results obtained would be. This study is exploring individual perceptions and depictions of what constitutes 'a teacher' as they go through the teacher-training process and cannot predict what other individuals might draw and say. Other researchers may obtain similar results to mine but the effect of individual differences cannot be ignored.

Schweisfurth (1999, p.33) states "*Research which has no apparent meaning beyond its own boundaries has limited appeal and even less potential for application of findings, except in situations deemed very similar to those described.*" For this study, the applicability of its results, its generalisability, is important to its reliability as a research instrument. It is hoped that this study will find resonance with studies undertaken in the same context (Schweisfurth, 1999) of PCE teacher-training and with participants drawn from the population of trainee PCE teachers in other parts of the PCE sector because all PCE practitioners are experiencing changes to their working environment albeit that their

responses to the changes may be individual. Transferability of results to a similar context might also be possible in that the perceptions and experiences of the trainee PCE teachers in this study may resonate with mature-entry trainee school teachers, for example, and thus extend the generalisability of this study.

The credibility of any research depends on its reliability and validity and as Silverman (1993 p.310) observes "*Short of reliable methods and valid conclusions, research descends into bedlam where the only battles that are won are by those who shout the loudest.*" To avoid, as far as possible, the descent into bedlam triangulation of the data collection methods in this study was used. Triangulation can increase the validity of research via the use of more than one method of data collection that are mutually supportive (Denscombe, 2010). This study was triangulated using drawings, stories and interviews as data collection methods with a biographical questionnaire to supply background data. The drawings in this study gave an impression for me to analyse and the stories accompanying the drawings added meaning to the drawings in the participants own words and aided my analysis. The interviews enhanced the meaning of the drawings and stories to give a more complete representation of the respondents' perceptions and experiences.

## **ETHICAL CONSIDERATIONS**

Every stage of the research process requires ethical awareness on the part of the researcher and in this study the BERA (British Educational Research Association) ethical guidelines (British Educational Research Association, 2004) were observed and consideration was given to the implications of involving my own teaching groups in this study. I was the participants' teacher and as such owed them a duty of care to ensure the relationship between us should not impinge on their training. Also, the power relationship between teacher and taught is not easy to neutralise and this could have resulted in blind compliance from some of the participants simply because they were my students. Trust and collaboration were the tools I used to try and equalise the relationship between the participants and myself.

Once collected, the data were kept secure and access to them was restricted. Individual participants had access to their own data alone and my supervisors had access only to those data I shared with them. Names were not attached to the data to keep their anonymity. The front sheet of the data collection document (Appendix A) gave details of the research and the expected contribution of participants. It also stated that participants had the right

to anonymity, confidentiality, to refuse to take part or to withdraw from the research at any time. A consent form was attached to the data collection document (Appendix A) for the participants to sign prior to their taking part in the research. Taking part (or not) was the participants own decision. Verbal and written permission was sought from the Principal of the college so that I could carry out research with my student group. In the interest of anonymity the written permission is not appended to this study but can be made available to interested parties if required.

The relationship I had with the participants in this study, who were my students, was one built on trust and in the knowledge that their interests (in terms of their training course) came first. Before taking part in this study, one participant asked how the research related to the course so that she could be sure there would be no conflict of interests between my job as her tutor and my research. The relationship between the course and the research existed only in terms of the participants being my students. The course and the research were kept as separate as possible and success in the course was not a pre-condition of, or dependent on, taking part in the research. To allow something of this nature to occur would have been gross misconduct and betrayal of my professionalism. Expediency and opportunity were the influencing factors in asking my students to be participants not a wish to achieve predetermined results. The 55% response rate of my student group demonstrates the individuality of choice made by them and the low influence I had on their decision to be participants in this study.

Those participants who were not my students (the 11 work-based assessors from another college none of whom wanted to be interviewed) were a volunteer sample and had the choice to be participants or not without any influence from me as data collection was done by post. I did not know them and, like any other respondent to a survey, they could choose to discard the data collection paperwork. They chose to respond giving a 73% response rate so perhaps my being unknown influenced them in a positive way.

For those participants who were interviewed in this study knowing they had the right to veto anything from the transcript of their interview (as I explained at the start of the interview) gave them an element of power over the stories they told and were prepared to share. This re-positioned them in the interview relationship and engendered a collaborative approach to the interview process which was kept as informal as possible again to reduce the effects of the power relationship between us.

Collaboration was also engendered by giving all the participants access to me via email so that they could clarify any points they wished to raise about the research. It was important to me to know that I provided an avenue of communication between us outside of the teaching room, even if it was not used, in order to keep the research and my teaching practice separate and maintain the boundaries of each.

The ethical dimension of research is not an option but a fundamental element of it. Ethical principles rest on the premise that researchers “...*have no privileged position in society that justifies them pursuing their interests at the expense of those they are studying...*” (Denscombe, 2003, p135). In this study I have endeavoured to treat the participants with respect and to be as honest in my reporting as the research deserves.

In the foregoing discussion, the methods and approaches used in study have been explained and the strengths and weaknesses of them considered. Attention has been paid to the reliability and validity of the data collection process and to the ethical dimension of the research as a whole. In the following chapter the results of using these methods and approaches will be reported and evaluated.

## Chapter 4 ~ FINDINGS AND ANALYSIS

*Even the most regimented process may contain surprises because the present arises from the past but is never quite the same.*

Charmaz (2006, p.10)

Researchers are part of the study world's past and present, and construct theories via their interactions with their participants, and the data collected, to give a new interpretation of a phenomenon but not an exact picture because the context is dynamic (Charmaz, 2006). Having applied the methods described in the previous chapter, this chapter reports my findings and interactions with the data and the participants in which the past, present and future can be viewed in a snapshot of the perceptions held by the participants at one point in time. The data collection process in this study yielded data to be analysed in the form of: 1) a questionnaire to elicit biographical data about the participants (discussed below but see Appendix B for a summary of this data); 2) drawings produced by the trainee teacher participants; 3) stories associated with the drawings in which the participants described their drawings; and 4) interview responses from a sample of the participants and the experts. In all there were 35 drawings with associated stories to be analysed and from these 10 trainee teacher participants took part in follow-up interviews. In addition, four experienced teachers (who I have labelled as experts for the purpose of identification only) were interviewed to give another perspective to the study.

### **Findings from the questionnaire**

A biographical questionnaire accompanied the sheets on which the participants produced their drawings. The questionnaire asked for information concerning age, gender, qualifications, teaching experience, prior work experience and decisions about becoming a teacher in PCE and embarking on the teacher-training course. A blank copy of the questionnaire appears in Appendix A.

Where participants are referred to individually their unique number (either 01 to 15 or B16 to B26, or C27 to C35 as shown on their drawings) as an identifier; where a name is also given it indicates that an interview was carried out with this participant – no other participant names are used. The names were chosen by the interviewees and details are given in Table 3.2 of the previous chapter. Data concerning age and gender appears in the previous chapter in Table 3.1 but other data from the questionnaire is explored below

beginning with reasons for course attendance and for becoming a teacher and moving on to discuss qualifications and prior teaching and work experience.

The 2007 changes to the training of PCE teachers made it mandatory for all PCE teachers to be qualified and therefore attendance on the PTTLS course was compulsory for all those without teaching qualifications. However, the questionnaire revealed that the participants had a variety of reasons for undertaking the course, as shown in Table 4.1 below.

Table 4.1 ~ Reason for course attendance

Legal requirement	7
No choice / Told to by line manager	7
To develop my understanding/skills	10
It's an opportunity	1
For the qualification	7
To be a professional teacher	2
To change profession	1

These responses highlight that some participants were, perhaps, more willing than others to undertake the course with 14 indicating they attended the course because it was a legal requirement or because they were told to by their managers. This shows a trend towards an external influence on the decision of these participants to take part in the training course. In contrast, ten further participants stated they wanted to develop their understanding and/or skills which is an internal influence on their decision. A further 7 participants stated they wanted to achieve the qualification which could be either an internally or externally motivated decision dependent on the context experienced by the participants at the time they made the decision. The two participants who gave their reason for course attendance as “To be a professional teacher” had no work related qualifications; one had been working in the building industry and the other in care work. They stated on the questionnaire that their occupations did not offer the stability or status that teaching would give them and saw PCE teaching as something to which they could aspire despite their lack of qualifications. Therefore, whilst attendance on the training course was a personal decision, external influences are also in evidence.

Participants were also asked why they had become a teacher (question 6) and Table 4.2 below shows the responses. Each participant gave one reason in their responses.



Table 4.2 ~ Reasons for becoming a teacher

Pass on my knowledge / Help others	14
Other people	10
Offers other opportunities	1
No other qualifications	1
Seeing low skills of school leavers	1
Enjoy learning / self development	5
Gaining a previous qualification	1
Couldn't get a job as a librarian	1
Not completed (no response given)	1

Fourteen participants stated that their reason for becoming a teacher was to help others and/or pass on their skills and knowledge which is an internally motivated influence on the decision making process. These responses were not related solely to one age group or to the length of time the participants had been teaching. It seems that, in this sample at least, age and experience were not related to the desire to share knowledge and develop the skills of others. Five participants stated they enjoyed learning and/or self development which is also an internal influence on decision making. A further ten participants said that other people (an external influence) had been the influence on their decision and this included employers, colleagues, friends and relatives. However, the trend is towards an internal influence in the decision to become a teacher and yet, as shown in Table 4.1, the reasons given for attending the training course trended towards external influences. What this shows, for this sample, is an apparent desire to teach but not for the training that accompanies it.

As can be seen in Table 4.3 below, twelve participants had always wanted to be teachers.

Table 4.3 ~ Responses to Question 5 'Have you always wanted to be a teacher?'

		25-34	35-44	45-54	55+	TOTALS
Yes	Female	3	3	2	1	9
	Male	1	1	1	0	3
No	Female	2	10	3	1	16
	Male	3	3	1	0	7
n=		9	17	7	2	35

However, 23 participants had not always wanted to be teachers and had come to adult teaching by chance rather than design or had begun a second career. One participant stated that teaching, rather than a second career, was a necessary part of the job that developed from it and regarded teaching as “...a useful string to my bow” (participant 04) adding that changes within the sector in which she worked might create opportunities to become a lecturer whilst remaining in her current role as an occupational therapist with occasional mentoring of other therapists. This demonstrates a pragmatic approach to her teaching role and this pragmatism was demonstrated by others; for example, “*I couldn’t get a job as a librarian so I thought I’d teach*” (participant C33) and “*When you’re a parent you’re always a teacher anyway*” (participant B17) and “*Teaching offers good value for money and time spent*” (participant C35) when compared to his prior work experience.

Of the twelve who said they had always wanted to teach, two had achieved that aspiration in that they had worked in training and then teaching since leaving school and another participant had been teaching dance since the age of thirteen. Others spoke in terms of “*an inner wish to share*” (participant C30), childhood enactment of the teaching role or simply saying “*always*” in response to question 5 concerning whether or not the participants had always wanted to be teachers or if the decision was more recent.

Table 4.3 also shows that only in the age group 35-44 is there a substantial difference between the number of yes and no responses from the female respondents. This is perhaps likely to be due to this age group containing the largest number of participants overall as well as the largest number of females in this study. This is not to say that the more females asked the fewer will report that they have always wanted to teach but further analysis of why there are more females in this age group, and even why there are more females in teaching practice, is outside the focus of this study.

Five of the participants were not teaching at the time of this study, three of these had never taught and stated they were using the course as a means of self development and deciding whether or not they would become PCE teachers. This is a unique element of the PTLLS course in that it allows anyone to sample aspects of PCE teaching before making a commitment to it and thereby further training – all other elements of the PCE teacher-training qualification require the student to be teaching a minimum number of hours before undertaking them. The two other participants who were not teaching were using the PTLLS course as a means of taking up teaching again. Both were migrants who had

degrees and had taught (one for twenty years including at degree level and the other for four years) at home and abroad; however, their existing teaching qualifications did not allow them to teach in the UK.

The 30 participants who held a teaching post had been in practice from a minimum of two months to a maximum of 22 years demonstrating a wide range of existing teaching experience. Fourteen participants worked full time (as defined by themselves), 13 worked part time (as defined by themselves) and three taught in an unpaid voluntary capacity. This range of full-time, part-time and voluntary work, along with the variation in teaching experience, resonates with PCE as a whole in that there is a wide range of teaching experience within the sector (Robson, 1998; Clow, 2001; Bathmaker and Avis, 2005; Gleeson et.al. 2005; Noel, 2006).

Three of the participants held, what they perceived to be, a teaching qualification. One of the participants (14, Sabrina) held the 7302 certificate (Certificate in Delivering Learning – an Introduction) which was the forerunner to the PTLLS certificate. Prior to the 2007 changes to PCE teacher-training, the 7302 course was a stand-alone course and an introductory step on the pathway to becoming a PCE teacher. It provided foundation stones on which other PCE teacher-training qualifications could be built and was designed to be accessed by anyone wishing to find out what was involved with PCE teaching before taking on a role in the sector. The 7302 certificate was not a teaching qualification and those undertaking it did not have to be teaching before attending the course. Like 7302, PTLLS was not meant to be seen as a teaching qualification; however, there seemed to be a general understanding amongst 7302 students and PTLLS students, despite evidence given on the course to the contrary, that they were teaching qualifications. Perhaps this was because they were awarded a certificate by City and Guilds (the awarding body) on successful completion of the course and for them it represented tangible evidence that they could ‘do’ teaching. This is an example of first order positioning by the students that is challenged by others (that is, those who had designed the courses and designated the status of the certificate) resulting in second order positioning before the students could continue their storyline. In interview participant 14 (Sabrina) explained that she undertook PTLLS to give continuation between the different elements of the new qualifications and also to ensure that her existing 7302 qualification had covered all the PTLLS requirements. She had answered in the questionnaire that she wanted to develop her understanding and skills (Table 4.1 above) so the expansion of her answer in interview clarified her position.

Participant C30 held a qualification for the teaching of foreign languages gained in her home country and not recognised as a teaching qualification in the UK. Whereas, participant B23 held a teaching qualification specific to nursing and indicated on the questionnaire that she needed PTLLS to move into teaching in other areas of the PCE sector. This participant also stated on her questionnaire that she had been a secretary prior to teaching and gave no indication that she had been a nurse before teaching and assessing nursing. As this participant did not agree to being interviewed I had no means of clarifying this position but all three participants seem to have undertaken the training course as a means of upgrading their existing qualifications.

Amongst the 32 participants who said they did not hold a teaching qualification were 11 NVQ qualified assessors. On the questionnaire all 11 participants indicated that they viewed their assessor qualification as a teaching qualification but had been informed by their managers that it was not recognised as such within the new qualifications and hence they had to undertake the training course. Here second order positioning was more successful in that the participants answered “No” when asked if they held a teaching qualification. However, a further factor to be considered is that these participants are involved with the assessing of vocational qualifications that have a strong link to training rather than teaching. A discussion of the differences and similarities between teaching and training is outside the remit of this study but suffice to say that the act of re-positioning the assessor qualification, via the new qualifications, seems to privilege academic skills above vocational skills. The participants are proficient in their vocational skills and viewed as competent to assess these skills in others and pass on their knowledge as required. It is this passing on of knowledge that was determined by IfL to be an element of teaching requiring the acquisition of a teaching qualification and re-positioning the assessor qualification held by these 11 participants.

Question two of the biographical questionnaire asked “What is your highest qualification in: a) Your teaching subject; and b) Your educational achievement” and responses indicated that 24 participants held qualifications in the subjects they taught (ranging from level 2 to degree); and 32 held educational qualifications and these ranged from GCSE to Masters degree – 21 held qualifications higher than A Level. Table 4.4 shows the qualifications held by the participants.

Table 4.4 ~ Highest qualification held

	Subject Related	Educational
GCSEs		3
A Levels		3
RSA (no level given)		1
NVQ Level 2	3	
(NVQ – not stated but indicated in other comments) Level 3	9	5
NVQ Level 4	1	3
Diploma	7	3
BTEC (no level given)		1
Degree	3	8
Masters		1
None held	12	3
None reported		4
	35	35

This illustrates a range of knowledge and understanding amongst the sample from which they can potentially draw to aid their progress and development throughout their teacher-training. The PTLLS course is a level three or level four course (dependent on the breadth and depth of knowledge shown in the assignments submitted) and students are guided and supported to achieve these levels. Three participants reported they held no qualifications either in a subject or education but the participants concerned did not consent to be interviewed so I could not clarify whether or not they held any type of qualification. These three were from different age groups with the youngest being a migrant not educated in the UK and not currently teaching. The other two participants were both currently teaching and one was a member of the 35-44 age group (who reported that school was a very bad experience and this may have been an influence on her attainment) and the other was from the 55+ age group.

Nine participants did not have subject specific qualifications and were teaching subjects for which they held no formal qualifications as shown in Table 4.5 below. Additionally, three of the participants who were not teaching had no subject specific qualifications.

Table 4.5 ~ Subjects taught with no qualifications in that subject

Subject taught	Qualification held
Greek	Degree in Architectural Engineering
Polish	A Levels (subjects not stated)
Spanish	Librarian (Degree)
Equality, diversity and citizenship	Degree in Cultural Studies
Sugarcraft	None (either in subject or education)
Dressmaking	GCSEs
Employability skills	A Levels
Hospitality	NVQ Learning and Development
IAP (unknown subject)	None

The three language teachers were teaching their 'mother-tongue' based on their knowledge and understanding of their own language and two were teaching subjects (dressmaking and sugarcraft) that had been their hobbies for a long time and in which they had some knowledge and skills. The other three participants were teaching topics which may have drawn on other background experiences but these were not reported.

Six participants gave their level of achievement and not the subject of their achievement so whether or not they had qualifications in their teaching subjects is unknown but as they were NVQ assessors it can be assumed that they had some subject experience. A further participant had stated "*NVQ assessor*" for his/her teaching subject without giving a subject but held qualifications in business and finance and so perhaps subject relevant experience can be assumed.

Previous jobs held by the participants were wide ranging and numerous but 28 answered that their previous jobs had influenced their teaching roles in terms of passing on skills and doing something more worthwhile. However, of the 35 participants, 11 were teaching subjects in which they had previously been employed; two were teaching subjects in which they held a degree rather than their work related subjects; and two were teaching other trainers to pass on their subject specific skills. Apart from the five participants who were not teaching, and the nine mentioned in Table 4.4, the remaining six all had subject specific qualifications and experience in their teaching subject. This illustrates that PCE teachers do not always go on to teach their occupational skills which is contrary to the

ideas of researchers such as Clow (2001), Bathmaker and Avis (2005), or Gleeson et. al. (2005) who suggest that many PCE practitioners are employed by PCE to pass on their existing skills in a particular field. Gleeson and James (2007) observed that PCE practitioners agree to work outside their field of expertise when they are uncertain about the demand for their existing skills and want to maintain the connection with PCE.

Overall, the biographical data show that in both past occupations and current teaching practices there was a wide range of expertise and experience within the sample taking part in this study and it also gives an indication of the diversity within PCE as a whole. The range of courses taught and prior experience supports the notion that those who work as PCE teachers hold existing skills and qualifications, as shown in Table 4.3 above, acquired from prior occupations as well as developing skills in the art of teaching; that is, a developing dual professionalism. There is also an indication of how the trainee PCE teachers in this study were positioned as teachers. In essence, they were positioned as unqualified, despite their own beliefs and the fact that they had been teaching (some of them for many years), because they did not hold teaching qualifications. If they wanted to continue as PCE teachers then there was no choice for them but to comply and be re-positioned and attend the recognised training course.

### **What did the participants draw?**

The questionnaires were accompanied by a request for each participant to produce a drawing of 'a teacher' and all those who completed a questionnaire also produced a drawing with accompanying story. All thirty five drawings and stories are reproduced in the following pages. The first analysis of the drawings was made by looking at the content but full understanding of them had to be gleaned from what was written in the accompanying textboxes and therefore the first analysis was a more superficial interpretation rather than a clearer understanding of their meaning. Interviews with a sub-group of ten participants provided a deeper understanding of their drawings and are reported in the next section. The drawings showed a graphical image of teachers but, without knowing that they were drawings of teachers, 28 could have been drawings of anyone or any profession and it was the textbox stories that gave an identity to the drawings and an explanation of the symbols used in them.

The drawings were sketches / diagrams and all participants produced drawings that were monochrome rather than colour. In interview one participant explained "*I was aware that*

*my picture would convey messages and a diagram has a higher clarity in that respect*" (participant 08, Jonathan). Other interviewees said that they had produced their drawings with whatever was to hand at the time and had no specific reason for not using colour or making the images more picture-like. The interviewees were also concerned that their drawings should not be misunderstood as Louisa (participant 03) commented "*It's only a sketch but it's quite hard to portray what you want if you're not an artist, to make the picture resemble what you're feeling*" and she added that it would have been easier for her to write what was in her head than to draw it. Julie (participant 15) agreed that it would have been far easier to use words than to draw.

Some of those trainees interviewed expressed the view that they could not draw and/or did not like drawing but completed this element because they had agreed to take part in this study. This self-consciousness about drawing was an element of which I was aware but over which I had little control other than to reassure the participants through my instructions "In the box below, please draw "a teacher". It does not have to be a perfect drawing. When you think of "a teacher" what do you see? Now draw that image" (Appendix A) and the consent form that they did not have to take part (Appendix A). In looking at the content of the drawings I noted the variety produced and that some were more complete than others giving an indication that the task should be accomplished as quickly as possible and perhaps evidence of the strength of the reluctance to draw felt by the participants. Nevertheless, thirty four participants overcame their reluctance and produced drawings whilst one produced instructions that created an image even if it was not a physical one.

The drawings showed a wide variety of interpretations of the request to draw a teacher. They ranged from drawings of figures to drawings of matchstick people and drawings of symbols that represented the desired attributes of a teacher and the content of the teaching role. Table 4.6 below shows the type of images drawn by the 34 participants who completed drawings. I have not included the non-drawing in the table because, whilst saying "*morph Einstein and Freud*" to create his image and despite being labelled as male, my instinct would be to label the drawing as a symbolic representation and this may not be the intended meaning of the participant.



Table 4.6 ~ Images drawn by the participants

Female persons	15
Male persons	8
Non-gendered stick persons	7
Symbolic representations	4
Total	34

The ratio of females (15 drawn) to males (8 drawn) could be considered representative of the workforce in general in that females tend to predominate in teaching. Figures from the Labour Force Survey (April to June 2008) compiled by the Office for National Statistics (2009) shows that there are overall twice as many female (812,000) as male (399,000) teaching professionals ([www.statistics.gov.uk](http://www.statistics.gov.uk)) in the UK. In PCE the numbers are a little closer with 68,000 females and 59,000 males working in the profession. In my classes in general there is a lower incidence of males who attend the teacher-training courses – typically 1:4. The number of male to female participants taking part in this study was 10:25 (plus four female experts) with 2:8 taking part in interview which is a higher ratio of males to females than the typical instance I experience. However, discussion of gender differences in PCE is outside the focus of this study but is worthy of further investigation.

There were three main categories that emerged from the analysis of all the drawings and accompanying stories. The drawings and stories that are reproduced in the following pages (labelled as Figure 1 Set 1, Figure 2 Set 2 and Figure 3 Set 3) were grouped into the emergent categories which were:

1. **Past Experiences** where the drawings depicted teachers from the past educational experiences of the participants. (Figure 1 Set 1)
2. **Present Perceptions** where drawings depicted the participants themselves or teachers currently known to the participants. (Figure 2 Set 2)
3. **Future Aspirations** where drawings depicted the characteristics of good teachers and the aspirations of the participants. (Figure 3 Set 3)

The categories were arrived at through reading the textbox stories and noting the comments of the participants as they referred to their drawings. The drawings were then sorted into the final three categories which became the outcome spaces within which the drawings could be positioned. Without the textbox stories grouping would have been

subjective and based on superficial elements like spectacle wearers and non-spectacle wearers, or pretty and not pretty with those drawings depicting symbols only being total guesswork. Age and ethnicity of the depicted teachers could not be easily inferred from the drawings alone and even discerning gender was problematic in that eleven did not draw a teacher with a definite gender. The textbox stories added to the drawings by giving them a context from which emerged the initial ideas noted in the third column in each Figure.

The following pages are split into three columns – drawing, textbox story, and my initial observations. In the first category (Figure 1 Set 1) there are 15 drawings indicating a reflexive element in the action of producing the drawing. In the second category (Figure 2 Set 2) there are 12 drawings indicating a search for comparison (in terms of answering *what is a teacher*) to produce the drawing. In the last category (Figure 3 set 3) are 7 drawings that are aspirational and looking forward.

Of the ten male participants 50% drew teachers representing their past experiences compared to just 16% of the 25 female participants. Drawings representing present perceptions of teachers were 56% for the female participants and 30% for males. Future aspirations were drawn by 20% of the female participants and also 20% of the males. Table 4.7 depicts the variation amongst the participants by age and gender for the category of drawings produced. This appears to show that, in this study, past teachers have had a greater influence on the male participants than the female.

Table 4.7 ~ Category of drawings by age and gender

		25-34	35-44	45-54	55+	TOTALS
Past	Female	3	6	0	1	10
	Male	1	2	2	0	5
Present	Female	2	3	3	1	9
	Male	2	1	0	0	3
Future	Female	0	4	2	0	6
	Male	1	1	0	0	2
	n=	9	17	7	2	35

One participant chose not to draw but wrote instructions to “*morph Einstein and Freud*”, as this would give his “*mental image of the ideal type*” of a “*tutor with authority*” and the look of “*no messing about*”. The textbox story accompanying the non-drawing and my

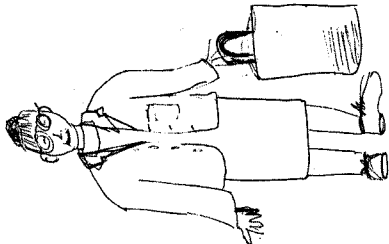
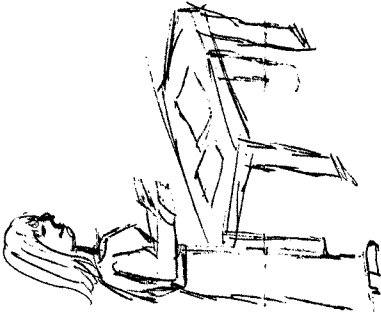
third column notes is shown in Table 4.8 below and has been separated out because there is no drawing but it is a response to the request to draw a teacher and therefore should be considered as part of the analysis.

Table 4.8 ~ Participant who did not draw

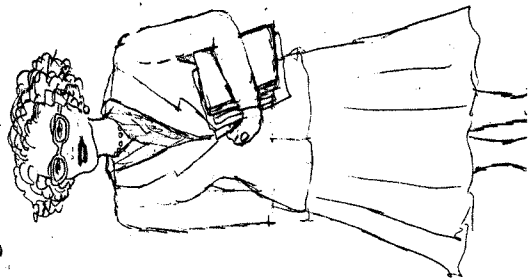
(2 <sup>nd</sup> column) Textbox Story	(3 <sup>rd</sup> column) Initial Observations
<p style="text-align: center;"><u>Participant B16</u> [NVQ Assessor]</p> <p><i>Male, a typical idea of a tutor with authority. The look – no messing about, strict and very knowledgeable (The Freud bit). A bit crazy to make him easier to relate to (The Einstein bit)</i></p> <p><i>Not me but I certainly would not mind to be one.</i></p>	<p>General teacher?</p> <p>Male ideal! Symbolic?</p> <p>Authority, strict and knowledgeable Crazy &amp; approachable</p> <p>An aspiration therefore Future</p>

I would include this non-drawing in the Future Aspirations category because of its aspirational overtones and the participant's thought that he would not mind being like the teacher he had not drawn giving a total of eight participants looking to the future through their drawings.

Figure 1 Set 1  
PAST EXPERIENCES – depictions of teachers from the past educational experiences of the participants (15/35 – 43% of sample)

	Textbox Story	Initial Observations
Drawing 01 	Participant 01 <u>Veronica</u> <p><i>This is the teacher I remember the appearance of and it was quite typical. Suit, polo neck top and sensible shoes. Not particularly trendy but suitable outfit. It represents that their expertise is in their subject not fashion. Hair tied back. Spectacles represent intelligence and/or age since eyesight deteriorates with age. She carries a supermarket carrier bag full of exercise books not pleasant for her but necessary. She's my old German teacher who was fairly old fashioned which is how I remember most teachers however, she was very nice. I don't aspire to look like this because I prefer the business person look, fitted suits that look most professional.</i></p>	Past teacher Spectacles = intelligence Old fashioned – not professional Bag full of exercise books Teacher = school Not my aspiration
Drawing 02 	Participant 03 <u>Louisa</u> <p><i>I see a very calm controlled teacher. A happy person who enjoys her work in a very controlled environment. An uncluttered desk. I drew a female maybe because I feel they are more organised and less stressed than men plus they seem to be able to gather control in a calmer manner. I always remember my first form tutor at secondary school. She spoke beautifully was very calm and organised, gentle but firm natured. She intrigued me with her mannerisms, her controlled calming nature. Pleasant smile and also helpful and approachable. I do aspire to be like this. Maybe a little does resemble me or how I wish to be seen – who knows.</i></p>	Past teacher Controlled Calm & Organised Teacher = school Approachable My aspiration

Drawing 03

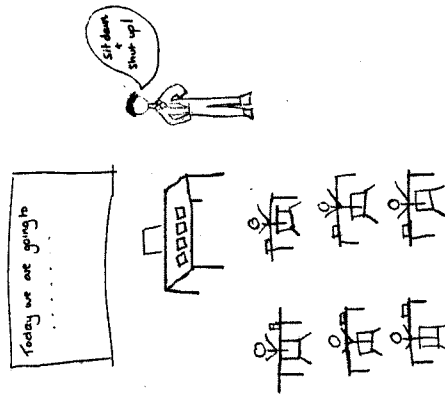


Participant 08  
Jonathan

*I decided to draw a woman instead of a man as a conscious effort not to draw myself (It has happened in the past when asked to draw a school play poster and all my classmates were convinced I had drawn myself as the teacher and it was embarrassing because it had escaped me). I think my drawing has many similarities to my first primary school teacher. The glasses and the books symbolise an avid reader (my first teacher didn't wear glasses) and the accumulation of knowledge. The formal dress is not really important in my mind but may be related to the fact that teaching has to be organised and that the role of the teacher comes with boundaries. The face is approachable and serene which is what I suppose I aspire to in my practice.*

Past teacher  
Glasses = knowledge  
Books = knowledge  
Formal dress = organised  
Approachable & serene  
Teacher = school  
My aspiration

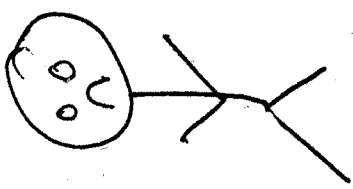
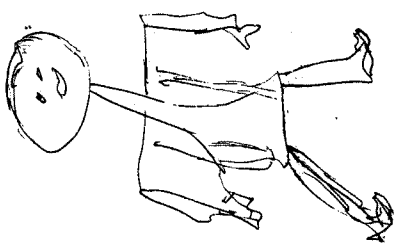
Drawing 04

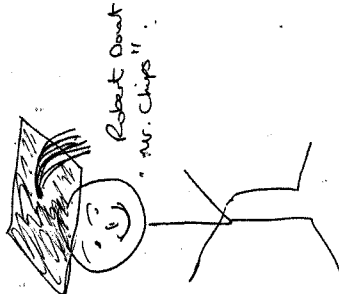
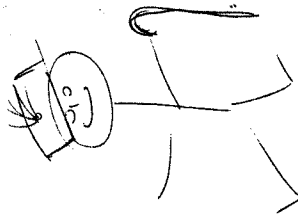
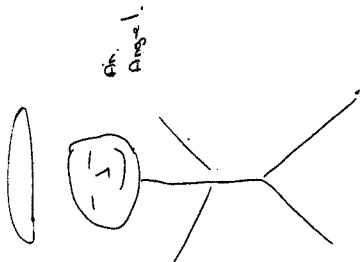


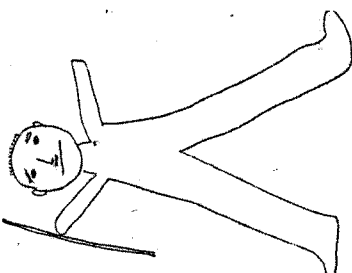
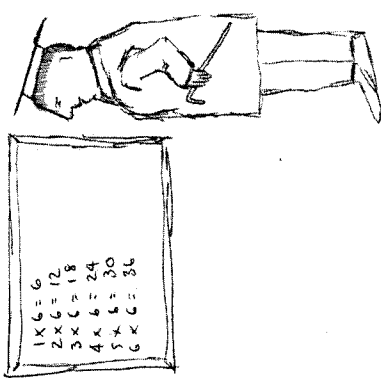
Participant 07  
Kate

*When I think of a teacher I think of Mr Lee my literature teacher at secondary school. He was an ex rugby player and a very masculine teacher but he loved literature. Like most teachers at my school he took no nonsense and would joke every lesson with us "come in, sit down and shut up" He would pace the front of the classroom gesturing wildly and always encouraging participation. If he thought we weren't contributing enough he would bang the desk loudly to emphasise a point. He would stretch his arms and head into awkward poses as he listened to the class read. He became aware of my love of literature and would allow me to read my own book under the desk whilst the rest of the class read the set text knowing that I kept an eye on where we were and could be called upon to answer questions or read a passage. He really encouraged me and I hope to do the same with my students.*

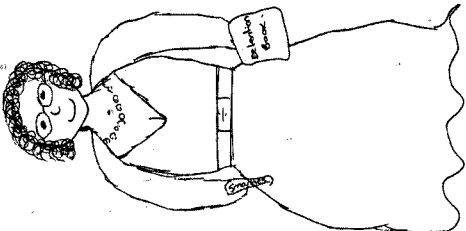
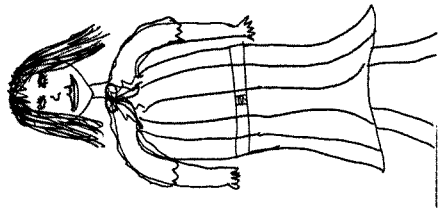
Past teacher  
No nonsense  
Encouraging & dynamic  
Differentiated & different  
Traditional  
Teacher = school  
My aspiration

	<p><u>Participant 13</u></p> <p><i>I am useless at drawing – sorry!</i></p> <p><i>My experience of school was not a pleasant one. I went to a convent and found the nuns quite cruel. I have learnt from this experience what <b>NOT</b> to be like with my learners.</i></p>	<p>Ambiguous-self or teachers?</p> <p>Talking in the past</p> <p>Teacher = school</p> <p>Cruelty</p> <p>Reverse aspiration ie not to be like this</p>
	<p><u>Participant 06</u></p> <p>[Had taught French in Russia for 4 years but NOT teaching]</p> <p><i>I drew this image to show a teacher as somebody who has been taken as a class leader, a prompter, a motivator, a manager and all functions or activities relating to the teaching profession. I drew it because I still remember one of my previous French teachers who was also one of my best teachers. He was too fat but a good teacher of all. He was the first person that encouraged me to become a French teacher because he discovered some qualities in me so I put it into my head and did all I could.</i></p>	<p>Past teacher</p> <p>Teaching = profession</p> <p>Encouraged</p> <p>Inspirational</p>

	<p><u>Participant C28</u> [not FE]</p> <p><i>I love the film Goodbye Mr Chips – what an inspiring teacher. He worked through difficulties to succeed and help his students.</i></p>	<p>Past teacher – not personal experience</p> <p>Inspirational</p> <p>Persistent</p> <p>Helpful</p>
	<p><u>Participant C31</u></p> <p><i>This image reminds me of my last head teacher at school who walked around with her cane. I don't want to be that kind of teacher – we were terrified of her.</i></p>	<p>Past teacher</p> <p>Teacher = school</p> <p>Terrifying</p> <p>Reverse aspiration ie not to be like this</p>
	<p><u>Participant C32</u></p> <p><i>I think my tutor had a lot of patience. You have to be an angel to put up with everything. It is very hard to teach with people at different levels.</i></p>	<p>Past teacher (she's talking in the past tense)</p> <p>Patience</p> <p>Hard work</p> <p>"Angel"</p>

	<p><u>Participant B17</u> [NVQ Assessor]</p> <p><i>I will always remember my teacher – Mr Gordon. We used to call him ‘Hitler’. He was so strict – what he said went – we were taught well though. Because he was so strict you felt scared if you did not complete his tasks – proper discipline. He looked tall and intimidating.</i></p>	<p>Past teacher</p> <p>Strict</p> <p>Proper discipline! Nostalgic?</p> <p>Scarey &amp; strict</p> <p>Intimidating</p> <p>Teacher = school</p>
	<p><u>Participant B18</u> [NVQ Assessor]</p> <p><i>When I was at school we were taught more in the areas of the 3 R's and more by behaviourist [methods] rather than cognitivist or humanist.</i></p>	<p>Past teacher (he's looking back but comparing to now)</p> <p>Trying to guess what I'm after? Showing he has just done learning theories?</p> <p>Traditional</p> <p>Stick = ?</p> <p>Teacher = school</p>



	<p>Participant B19 [NVQ Assessor]</p> <p><i>I drew a teacher that I had last year for my level 3 literacy course. She was very friendly, bubbly and humanistic in her approach. However, she commanded respect from her pupils and would have gained it no matter what the age group. A lovely lady that taught me a lot.</i></p>	<p>Past teacher</p> <p>Friendly</p> <p>Bubbly</p> <p>Humanistic</p> <p>Role model?</p> <p>Commanded respect</p>
	<p>Participant B22 [NVQ Assessor]</p> <p><i>At my old school I had a teacher called Mrs Dawson who was well presented and smelled nice as we could always smell her before we could see her. She was strict but very fair and I learnt a lot from her as I would not mess around in her class and she was a good teacher. She made time for everyone and got you involved and interested in her lesson. I would like to be a teacher like her as she has always played a part in some way or other in my life. She also left me with the thought that I could do better if I believed more in myself.</i></p>	<p>Past teacher</p> <p>Strict but fair</p> <p>Teacher = school</p> <p>Good teacher / Role model?</p> <p>Available &amp; inspirational</p> <p>My aspiration</p>

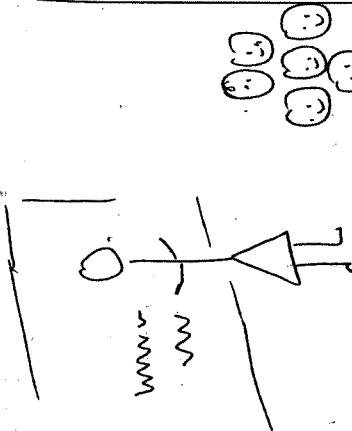
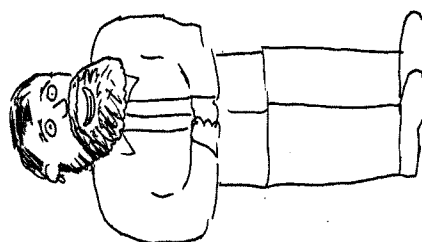
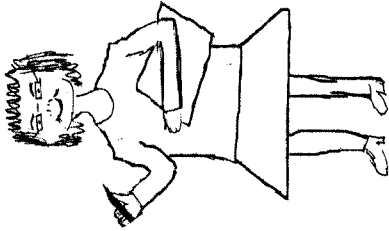
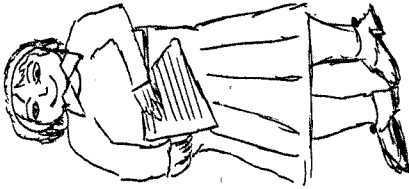
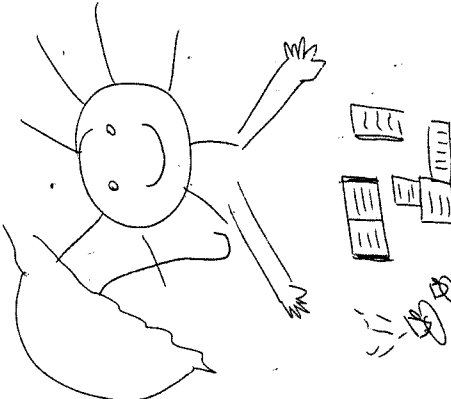
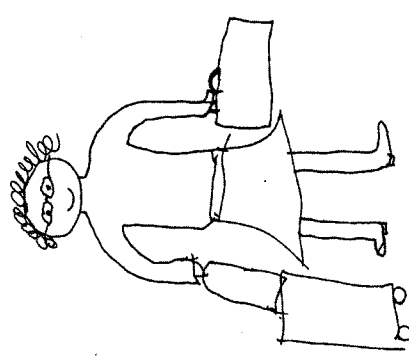
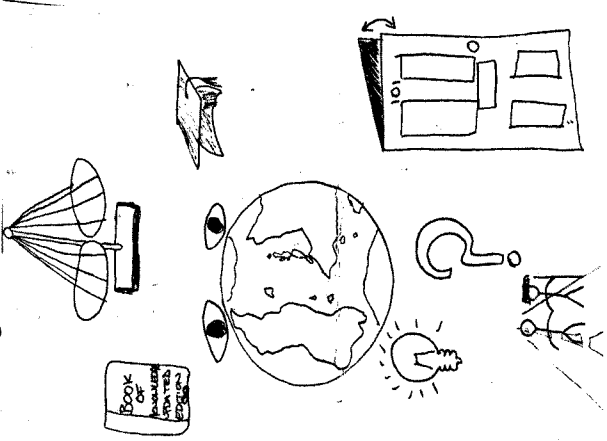
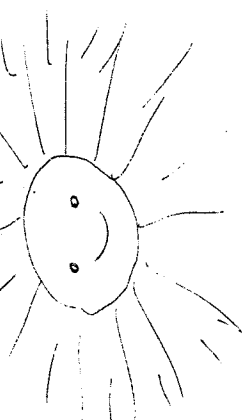
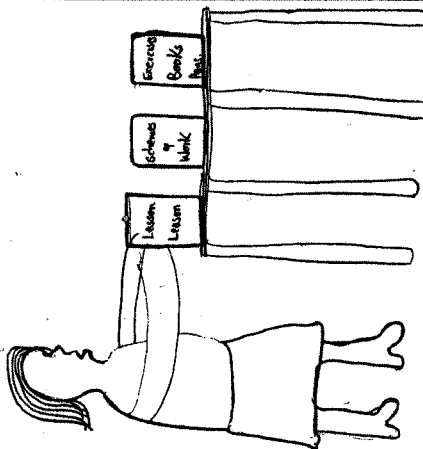
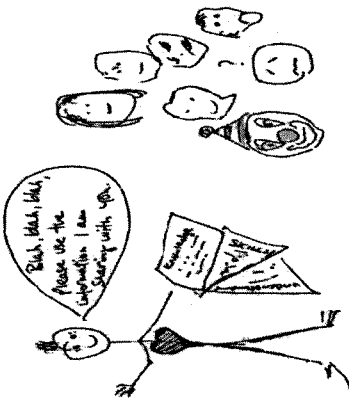
	<p><u>Participant B24</u> [NVQ Assessor]</p> <p><i>When I think of a teacher I think of someone who stands in front of a blackboard, writes upon that blackboard and talks speeches to young people in a classroom environment. The teacher is imparting their knowledge to those sitting in the classroom. It represents how I was taught in school. I would not like to be like this. I would strive to be more engaging with my audience and make it a pleasurable experience for them.</i></p>	<p>Past teacher</p> <p>Traditional</p> <p>Teacher = school</p> <p>Reverse aspiration ie not to be like this</p>
	<p><u>Participant B25</u> [NVQ Assessor]</p> <p><i>The picture is of my primary teacher Mr Flint. He was a huge influence on my life and is someone for whom I had the utmost respect. I learnt more from him than can be measured. He had a humanist approach to teaching and was innovative perhaps ahead of his time – some parents did not like his approach. He made learning fun and practical and even at a young age made me want to find things out for myself. He took us on field trips, got us outside making things and looking at nature rather than learning from books. He was very tall and whilst he never got angry his presence commanded the class' attention and his calm assertive approach meant that everyone respected him. He was inspirational and I hope I can be as good a teacher as him.</i></p>	<p>Past teacher</p> <p>Teacher = school</p> <p>Role model</p> <p>Innovative / earned respect</p> <p>Encouraging &amp; inspirational</p> <p>Calm &amp; assertive</p> <p>My aspiration</p>

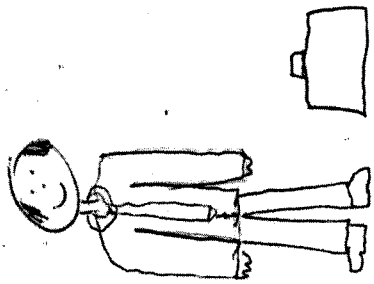
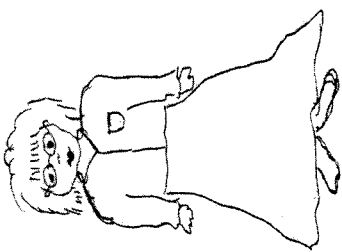
Figure 2 Set 2  
PRESENT PERCEPTIONS – depictions of the participants themselves or teachers currently known to the participants (12/35 – 34% of sample)

	Textbox Story	Initial Observations
Drawing 05  	Participant 02 <u>Frances</u>  <i>This teacher is smartly dressed and no matter how bad the day she is having she will always have a smile on her face! This makes her an approachable person. I have given her a pen and notebook (tucked under her arm) to show that she is prepared for the lesson. If a learner needs a little more explanation she has pen and paper ready to draw/write an explanation giving visual diagrams etc. This teacher looks professional in her appearance and hopefully one that learners will respect. Without sounding big-headed I think it does look like me! I am happy being the teacher I am and cannot think of another image of a teacher. Most teachers I have met are similar in description.</i>	Self  Approachable  Prepared  Looks professional  Unwittingly drawn teacher of the deaf
Drawing 06  	Participant 05 <u>George</u>  <i>This is how I see myself. Someone who is happy to be where I am ready to greet all my learners with a happy smile on my face. Someone who is welcoming not someone to be feared. I have drawn this image of myself because I love my job more importantly what I love is seeing my learners faces when they achieve. My drawing has a happy face because if I didn't like my work or want to be there I would have drawn a miserable or sad face. My picture represents wanting to belong to the profession, wanting to do the job, not minding how much paperwork there is – I love paperwork. My image represents an appropriately dressed teacher for the part I play in the classroom someone who is approachable, someone my learners are happy to have teaching them.</i>	Self  Happy & Welcoming  Teaching = profession  Approachable  Happy = liking the job  Appropriate dress

<p><b>Drawing 07</b></p> 	<p><u>Participant 09</u> <u>Jane</u></p> <p><i>I thought of having a sunny disposition as a vital requirement to be a good teacher. A teacher needs to multi-task, may need to reschedule their lesson plans in order to comply with the learners demands of the learning. The hands represent to work fast but also to take charge when the need arises. <b>The umbrella is like a visor or armour to keep a certain distance to learners, not getting too involved but still being involved.</b> Books and coffee represent a kind of hectic stress and occasional mess a teacher may find themselves in being <b>constantly under pressure</b> to produce paperwork. But on the whole a teacher is the best job in the world. It gives me a fantastic buzz when learners say you are a great teacher and they love coming to your lessons.</i></p>	<p>General teacher [NB: in interview said <i>I've tried to show me</i>]</p> <p>Sunny disposition</p> <p>Multitasking &amp; in charge</p> <p>Books/coffee = stress &amp; mess</p> <p>Aware of boundaries</p> <p>Best job in the world</p>
<p><b>Drawing 8</b></p> 	<p><u>Participant 15</u> <u>Julie</u></p> <p><i>When I think of an image of a teacher the first thing that comes to mind is someone with glasses and lots of books and papers. The glasses give the teacher the look of someone who is professional and experienced and <b>probably wears glasses because she spent lots of time reading and researching often until late at night and ruined his/her eyes.</b> All the papers and books are what every teacher needs every day as tools for work. Sometimes the person may look a bit disorganised but in fact knows exactly what they want and need. <b>The picture is not me exactly but some facts are true even though I don't always realise it.</b></i></p>	<p>Self (unwittingly drawn)</p> <p>Glasses = professional &amp; experienced</p> <p>Books &amp; papers (in bags?) = what teachers need</p> <p>Disorganised but knows what's needed</p>

<p><b>Drawing 10</b></p> 	<p><u>Participant 10</u> <u>Marx</u> [not FE]</p> <p>Because a teacher does not have a specific look it would be like asking me to draw a criminal or terrorist. <b>There is no ideal look of a teacher.</b> It represents all the elements I see a teacher is made up of. Balance/fairness represented by the scales, open door policy, a teacher should be available for the learner. A teacher should be able to gain new knowledge from learners as well as life experience represented by the eyes over the world. The lightbulb represents enlightenment that is for the learners as well as the teacher.</p> <p>I believe there are elements that I strive to be as well as elements I already encompass but the enlightened ideal teacher is never realised as improvements and progress are always made. Arrogance would mean a teacher is not facilitating learning appropriately so humility would also be a component. I do aspire to be the best teacher I can be and this can only be done through evaluating myself and to have objective evaluation. <b>The layout is very much like my mind and teaching approach works.</b> I'm spread out and able to jump from tangent to tangent but ultimately I am able to keep everything tied together and often have to as my learners often bounce ideas around and I need to keep control of this.</p>	<p>Self (to a certain degree but with room for development)</p> <p>Scales = balance &amp; fairness Open door = always available Eyes over the world = new learning from students and from life experience Lightbulb = enlightenment</p> <p>Reflecting on self</p> <p>Teacher = humility</p> <p>Control</p> <p>Adaptable</p> <p>Facilitating</p>
<p><u>Participant C30</u></p> <p>(Had taught foreign languages for 20 years in Russia but NOT teaching)</p> <p>The main thing is to give, to share, to be warm and to do it with a smile. A happy feeling of giving and being satisfied that we are necessary and our students are glad, pleased or might be happy with our teaching.</p> <p>NB: преподаватель in transcription might be pronounced like 'prepoda vatel' It is formed from the verb to give, to share. I like the sense of sharing as it is closer to me than the meaning of the word to teach</p> 	<p>General teacher (speaking in the present tense)</p> <p>Giving</p> <p>Sharing</p> <p>Warm</p> <p>Smiling</p> <p>Reciprocity</p> <p>Needed</p>	<p>General teacher (speaking in the present tense)</p> <p>Giving</p> <p>Sharing</p> <p>Warm</p> <p>Smiling</p> <p>Reciprocity</p> <p>Needed</p>

	<p><u>Participant 12</u> <u>(NOT teaching)</u></p> <p><i>I think a teacher is somebody who concentrates, listens, is attractive, inspiring and has tolerance. She knows how to deliver her work using the ingredients – lesson plans schemes of work etc.</i></p> <p><i>I have this image of a teacher because she is the one who gives and washes the brain of the learners. My picture represents my friend's sister who is a qualified teacher and it also represents how she delivers her lessons to the learners and expresses how she teaches. I aspire to be like her for her good job – she likes her job and learners get motivated with how she teaches.</i></p>	<p>Current known teacher</p> <p>Listens Attractive Tolerant Inspiring Skilled Motivating</p> <p>My aspiration</p>
	<p><u>Participant 11</u> <u>[not FE]</u></p> <p><i>The image I have created is how I see myself. I believe that I perceive myself as being aware of the needs and requirements of individuals. The image portrays my figure as being open armed, truthful, honest and trusting. I have tried to represent a teacher as being able to recognise and understand the client group – this is why the group of faces are different: happy, sad, engaged, disengaged, angry and confused. Realising individual needs and recognising diversity is always at the forefront of my facilitating and hopefully I have displayed this. The image of myself shows me offering knowledge, skills and understanding - I want to achieve the successful delivery and have this reciprocated.</i></p>	<p>Self</p> <p>Aware of individual needs</p> <p>Open, truthful, honest &amp; trusting</p> <p>Differentiates</p> <p>Facilitates</p>

	<p><u>Participant C34</u></p> <p><i>I tried to draw somebody who was smartly dressed but not intimidating. The smile is trying to convey a friendly attitude and someone who is approachable. My teacher is a little older and wiser and you trust them to be an almost endless source of experience in their subject. They have a big sturdy briefcase with students work and their lunch in it. They may smell slightly of sawdust.</i></p>	<p>General teacher (speaking in the present tense)</p> <p>Smartly dressed Not intimidating Friendly Approachable Older, wiser and experienced</p> <p>Bag = students work &amp; lunch</p>
	<p><u>Participant B20</u> [NVQ Assessor]</p> <p><i>The picture is of my sister who is an English teacher and who I admire. When she was at school she struggled with her coursework but went on to do 3 degrees at 3 different universities. She has great determination and now teaches English mainstream school. She achieved all this by the age of 31. I am now 45 years old and have started to pursue a career in teaching. I plan to do a maths degree this year but wished I had started earlier in life.</i></p>	<p>Current known teacher</p> <p>Determined Inspirational</p> <p>Teacher = school</p> <p>Note of regret</p>


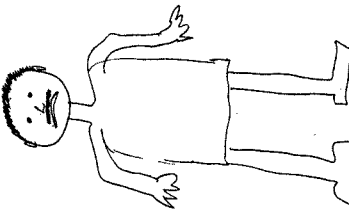
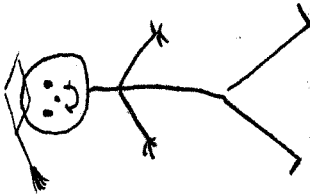

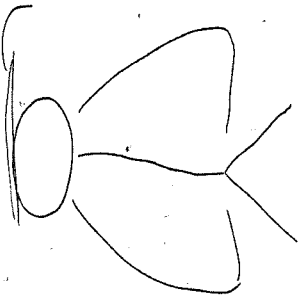
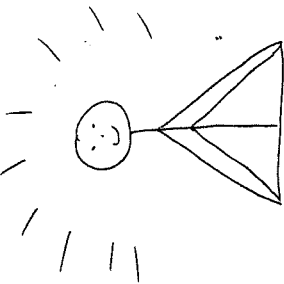
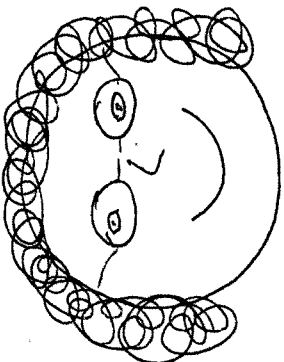
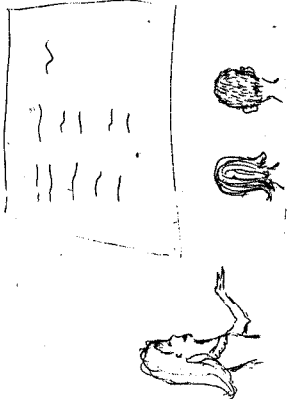
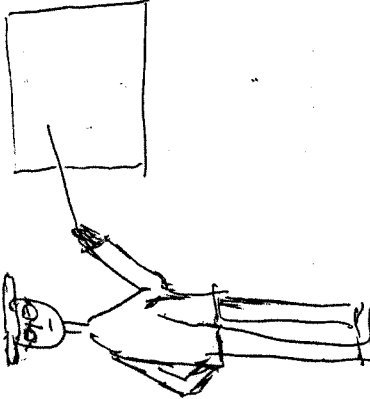
	<p>Participant B21 [NVQ Assessor]</p> <p><i>Friendly face – smiling. Glasses, trendy hairstyle, hippy dress (Bohemian), down to earth. I would like her to come across as laid back and not too office like. It represents my daughter's year 5 teacher who I admire, respect and I approve of her teaching methods.</i></p>	<p>Current known teacher</p> <p>Friendly Smiling Bohemian Respected</p> <p>Teacher = school</p>
	<p>Participant B26 [NVQ Assessor]</p> <p><i>This is partly me because this is what I aspire to be but it is also partly my father – a teacher for 35 years who retired aged 58 because he'd had enough of the system and ever increasing targets. I could have drawn a happy smiling teacher as it should be a joy to impart your wisdom, skills and knowledge to others but this is not always the case.</i></p>	<p>Self (&amp; father)</p> <p>Disappointment</p> <p>Wise &amp; skilfull</p> <p>Knowledgeable</p> <p>[Role model?]</p>



Figure 3 Set 3  
FUTURE ASPIRATIONS – depictions of the characteristics of good teachers and the aspirations of the participants (7/35 – 20% of sample)

Drawing 9	Textbox Story	Initial Observations
	<p>Participant 14 <u>Sabrina</u></p> <p><i>I chose to draw the image I have with a hat that we see in films etc which has an educational look. My image represents a teacher who could be from the Victorian era. This is due to the hat as teachers used to wear them in the Victorian teaching era. The image is not of anyone in particular as I am not very good at drawing. I do not aspire to be like any tutor I know. I just hope to be the best tutor I possibly can. Knowing myself and how I learn this is going to be a long learning journey.</i></p>	<p>General teacher</p> <p>Hat = educated Hat = old style</p> <p>Not aspirational – just wants to be the best “me”</p>
	<p>Participant 04 [not FE]</p> <p><i>The drawing does not resemble any one person but is made up of qualities/abilities I consider would make a good/ideal teacher. I believe anyone with relevant training could become a teacher so I have not got fixed ideas about their appearance.</i></p> <p><i>The 1st bubble represents knowledge, ideas, creativity and understanding (books and pen). The 2nd represents formal qualifications that I consider a teacher would require to have in depth knowledge of their subject. The 3rd is a mirror and telescope as I believe teachers need insight into their teaching and behaviour as well as reflective skills to manage learning. The 4th represents personal wisdom related to the subject but also a consolidation of life experience.</i></p>	<p>General teacher</p> <p>Knowledgeable, creative, understanding Qualified – in subject Insightful and reflective Manager Wisdom in subject and life</p>

	<p><u>Participant B23</u> [NVQ Assessor]</p> <p><i>I have drawn a teacher as an academic because my background is from a state enrolled nurse to a registered nurse and this involved academic learning in stead of workbased. I do aspire to this in that I am studying for a degree in nursing. However, the people I teach often do not need this amount of knowledge base but I believe I need this knowledge base to be an effective teacher. The picture shows a teacher in a cap and gown. In my teaching I want to inspire people to further knowledge than just mandatory learning.</i></p>	<p>General teacher</p> <p>Academic Need knowledge to be effective – subject and of the students Cap &amp; gown = teacher Inspirational to others My aspiration</p>
	<p><u>Participant C27</u> [not FE]</p> <p><i>My drawing depicts the image of a yoga teacher. She has a seal seated posture and is sat in deep meditation – you can see this from the enlightened smile on her face. The radiance from her head is a symbol of spiritual knowledge and is shown radiating from her which is what a teacher should try to do – impart their knowledge for the development of the student.</i></p>	<p>General teacher (but subject specific)</p> <p>Enlightened Spiritual knowledge Develop the student</p> <p>Aspiration – talking in the future tense</p>
	<p><u>Participant C29</u> (NOT teaching)</p> <p><i>My teacher is friendly looking, warm and approachable. I think of my gran when thinking of a teacher – supportive and approachable but firm. I aspire to be this type of person.</i></p>	<p>General teacher (but like grandma)</p> <p>Supportive Approachable Firm</p> <p>My aspiration</p>

	<p align="center"><u>Participant C33</u></p> <p><i>The image I've drawn is a proper teacher in the classroom teaching her students. I aspire to be like the image I've drawn.</i></p>	<p>General teacher</p> <p>Traditional</p> <p>Teacher = school</p> <p>My aspiration</p>
	<p align="center"><u>Participant C35</u></p> <p><u>(NOT teaching but had coached boxing)</u></p> <p><i>A well dressed self confident wise open approachable is the image. It conjures up in my mind some of the qualities of a teacher. A leading figure in the community always there for people seeking advice or direction treating everyone with respect as his profession demands. I would like to be looked at in a similar way by students and people alike.</i></p>	<p>General teacher</p> <p>Traditional</p> <p>Confident, approachable, well-dressed</p> <p>A leader</p> <p>Respected &amp; respectful</p> <p>Teaching = profession</p> <p>My aspiration</p>

### Further findings and analysis from the drawings and textbox stories

Amongst the 34 drawings were 5 depictions of traditional teachers (teacher at the front of the room at the board with students sitting at desks in rows) which, given that the participants were using their experiences of teachers, may have been a reflection of how these participants had been taught – participant 07 is an example of this as stated in the textbox accompanying her drawing. These images, however, were not confined to the drawings made by older participants as might be expected and this demonstrates a lingering persistence of the chalk and talk style of teaching at least in the perceptions of these five individual participants. Table 4.9 below describes these five participants and their drawings – the first three are in Figure 1 Set 1 and the final two are in Figure 3 Set 3.

Table 4.9 ~ Drawings of traditional teachers

Participant	Gender	Age Group	Drawing of ?
07	F	25-34	Past male teacher – what I want to be
B18	M	45-54	Past male teacher – how it was (including a stick)
B24	F	35-44	Past female teacher – what I do NOT want to be
C33	F	45-54	Female teacher – what I aspire to be
C35	M	35-44	Male teacher – what I aspire to be (includes a stick)

The sticks depicted by the two male participants in this group I found alarming though I recognise that in the past sticks were used in classrooms and for the past teacher is more readily understandable. What is not readily understandable is the depiction of an aspiration to be a teacher that includes a stick unless this is an unwitting depiction from the past or it is meant to be a pointer only. What this does show clearly is how misleading the drawings can be when there is no clarification on which to draw to aid interpretation.

In other drawings sticks were used as symbols of authority and control and implicitly both teachers and students understand that the teacher controls and manages the learning context. Weber and Mitchell (1995, p.47) noted that *“The individual teacher’s ability to control the class seems to be a preoccupation of both teachers and students”*. However, the ‘darker’ side of teaching was also expressed in terms of strictness associated with the depiction of sticks. Participant B17 wrote of the teacher he had drawn *“Because he was so strict you felt scared if you did not complete his tasks – proper discipline.”* It is evident from this that the strictness was not resented despite the fear instilled. Participant C31 expressed the same kind of fear.

Participant 11 could be considered to belong to the group of traditional teachers in that the drawing depicts a teacher expounding towards a group of students in a teacher-centred

style of teaching. However, there is no board depicted as in the five drawings described in Table 4.9 and the speech bubble in the drawing says “*Blah, blah, blah. Please use the information I am sharing with you*” which indicates the reciprocal style of teaching explained in the accompanying textbox. The drawing is how the participant sees himself and he uses the term “*facilitating*” to describe what he does which is not usually seen as a function of a traditional teaching style. This again illustrates the ambiguity within the drawings which needs something else to aid understanding.

Within the drawings were symbols used by the participants to represent teachers and the teaching role as they saw it. Three broad themes emerged from the textbox stories and were represented by symbols in the drawings. These themes were labelled by me as knowledge (equated to learning and intelligence), qualities of the person (internal attributes) and badges of office (external attributes). I defined badges of office as those things which, for the participants, symbolised the external appearance of a teacher. Table 4.10 below gives the symbols drawn and the meanings attributed to them by the participants in the textbox stories accompanying the drawings.

Table 4.10 ~ Symbols drawn by the trainees and their meanings

Knowledge (Equated to learning & intelligence)	Qualities of the person (Internal attributes)	Badges of office (External attributes)
Books Diplomas Owl Spectacles Cap & Gown	Smiles – openness Open door – approachable Open arms – approachable Scales – fairness Heart – comes from within Sunshine – approachable Sticks – strictness Cap & Gown – academic	Smart clothes Bag holding equipment and students work Pen & paper Scheme of Work & lesson plans Cap & Gown

Other symbols drawn were: a mirror and a telescope representing reflection (participant 04); eyes over the world representing CPD (participant 10); a lightbulb representing enlightenment (participant 10); a yoga pose representing spiritual knowledge (participant C27); and an umbrella representing the boundaries of the teaching role (participant 09). An angel was drawn representing a past tutor who had been inspirational for the participant (participant C32) and a student and teacher depicted hand in hand walking into the unknown together was drawn to represent a learning journey (participant 10). Cups of coffee were aligned with books by one participant to represent the constant stress teachers feel (participant 09).

The symbols show that the participants have an awareness of the teaching role and what they believe to be the character of the teacher. The cap and gown, for example, were used as a symbol to represent knowledge, an internal attribute and an external attribute which illustrates the participants' understanding of teachers and teaching from their individual perspectives. There is a recognition of the need to be qualified but also the need to be open so that students can ask for support – approachable was the word most often ascribed to teachers by the participants and was symbolised by smiles and sunshine. Participant 04 drew a certificate and wrote that it represented “... *formal qualifications that I consider a teacher would require to have an in depth knowledge of their subject.*” Participant B23 wrote “...*I am studying for a degree in nursing. However, the people I teach often do not need this amount of knowledge base but I believe I need this knowledge base to be an effective teacher.*” These participants are expressing a loyalty to the subjects they teach and emphasising the need to be proficient in them to be effective as teachers. They are also giving an indication to their own identities.

Several of the drawings showed teachers wearing spectacles and this was linked to ideas of intelligence, knowledge and experience and was not limited to past or present or future teachers. Participants C29 and C35 drew teachers in the latter category writing in aspirational terms of what they hoped they would be. C29 wrote “*I think of my gran when thinking of a teacher – supportive and approachable but firm*” showing a personal hope of what she would be but a perception of what teachers are that resonates with other participants' perceptions. C35 wrote that his drawing represented “*A leading figure in the community*” and added that he wanted to be seen in this way giving a high status to the role of teacher to which he aspired.

Table 4.6 above shows the first impression of what the participants had drawn but the textbox stories accompanying the drawings revealed what the participants had actually drawn and this is shown in Table 4.11 below.

Table 4.11 ~ What the textboxes said the drawings depicted

Teachers in general	10
Past teachers	14
Current teachers	3
Themselves	6
Ambiguous stick person	1
Total	34

The category 'Teachers in general' in Table 4.11 refers to the depiction of teachers through their attributes (for example, smiling faces) as there was no indication provided by the participants of whether or not they were someone in particular.

The strong influence of past teachers emerged with a total of 14 participants choosing to draw them. Participant 08 drew a past teacher and was the only male to draw a female teacher. In interview he remembered her with fondness "...*she was a very nice person and she was a competent teacher and very loving which is something I feel you (as a pupil) need to feel at that tender age.*" (Jonathan, participant 08) However, he explained in his textbox story that he was conscious of not drawing a male in case he drew himself something he was concerned he should not do because of a bad prior experience.

The influence of past teachers was two-fold; either in terms of 'I want to be like that' (ten aspired to be like the teachers they had drawn) where the past experience was good or 'I do not want to be like that' (four) where the past experience was not good and was related to fear of the teacher they had drawn. It is not clear from the drawing of the ambiguous stick person (Figure 1 Set 1, participant 13), or the textbox story attached to it, whether or not the drawing is of the participant or her teacher. What is clear from what she wrote is that the bad experience of school showed her what not to be as a teacher in her practice.

Fourteen participants equated the concept of teacher with school – they drew and described school teachers rather than PCE teachers. For these participants 'teacher' appears to be identified with school and not with PCE so what are PCE practitioners? I call them teachers because to me that is what they are but if they are not identified as teachers by the participants then what does this mean for their own identities? Leading from this, if teaching is associated with what happens in schools rather than PCE establishments, what does this mean for the identity of PCE? These two questions are addressed later in this chapter when I discuss the interviews with ten of the participants.

Only six participants chose to draw themselves which may indicate that the majority of those taking part did not identify with the label 'teacher' any more than those who had drawn school teachers. A further influence is perhaps the fact that they were trainee teachers and so, in their own eyes, not yet entitled to wear the label. They are in a transitory phase of their professional development and positioned as unqualified teachers; therefore, until they are re-positioned after training perhaps feel they cannot own the

identity of teacher. Reality and regret seemed to be embedded in the story explaining the drawing produced by participant B26. He wrote that his drawing was not only himself but also his father who had retired from teaching because of the effects of "*the system*". This trainee chose not to be interviewed but his words may echo the frustration many PCE teachers may feel with regard to their current practice because of the many changes within the sector (Edward et.al. 2007).

The drawings of those participants whose stated their first language was not English show similarities to those of native English speakers including their individual hopes and aspirations and the personal qualities of teachers in general. This suggests a cross-cultural similarity of understanding of what a teacher is and does. Weber and Mitchell (1995) found the same kind of similarities in their research. Further exploration of points of difference and similarity between teachers of differing cultural backgrounds and their teaching role is an element not taken beyond a superficial exploration in this study. However, this would be an interesting area for comparative research in the future.

Overall, the drawings gave 35 individual illustrations of the concept 'teacher' in which similarities as well as differences could be seen. The drawings relate to the first research question (How do trainee PCE teachers see themselves?) and provided an initial impression of the pictures the participants held in their heads concerning teachers and their work and gave a *pool of meanings* (Akerlind, 2005) for analysis. The relationship between the drawings and the first research question is indirect in that I knew the participants were drawing teachers but without the textboxes I did not know if they were drawing themselves and, as I have said above, only some of the drawings were clearly depicting teachers. Indirectly there could be a subconscious depiction of what the participants did in their own practice and thereby, unwittingly, they produced images of themselves even if labelled as someone else. However, as a snapshot of the perceptions held by the participants the drawings and stories showed a clear, if varied, understanding of what a teacher is and does based on their individual experiences.

As with the drawings alone, the textbox stories related to the first research question showing an understanding of teachers and the teaching role and perhaps unwittingly giving an indication to how the participants perceived themselves. Together these two data collection tools showed me something of the perceptions of trainee PCE teachers. For many of the participants, 14 of the 35 (40%), the drawings demonstrated how powerful the



influences of teachers are on their students and the role models they can be for them. They showed that the role of teacher is perceived by the participants to be a multi-faceted experience as evidenced by the differing content of their drawings and stories.

The drawings labelled "Drawing 1" through to "Drawing 10" are those produced by the participants who were interviewed; views expressed in the interviews are discussed in the next section.

### Findings and analysis from the interviews

The drawings were used as an opening point in the interviews, which allowed for further investigation of the themes and ideas depicted in the drawings and to open up discussion of the training process and aspects of teaching practice. Interviews were conducted with ten trainee teacher participants, who had consented to be interviewed, and they yielded a variety of views and opinions. Interviews were also conducted with four experts to give an additional and alternative aspect to the discussion. The quotations used in the following discussion were not selected using any specific criteria to avoid creating a bias for 'interesting' quotes. All of the interviewees are equally represented as far as possible.

The participants interviewed chose their own pseudonyms and Table 4.12 below gives details of the interviewees obtained from their biographical questionnaires given here to act as a guide to who is speaking in the discussion that follows.

Table 4.12 ~ Details of trainees interviewed

Drawing Number	Name	Currently Teaching?	Teaching in FE/AE	How long teaching?
01	Veronica	Yes	No*	1 year
02	Louisa	Yes	No**	20+ years
03	Jonathan	Yes	Yes	6 years
04	Kate	Yes	Yes	11 months
05	Frances	Yes	Yes	8 months
06	George	Yes	Yes	11 years
07	Jane	Yes	Yes	4 months
08	Julie	Yes	Yes	3 years
09	Sabrina	Yes	Yes	4 years
10	Marx	Yes	No***	8 months

\*Veronica is a self employed language teacher teaching business people at their premises.

\*\*Louisa is a self employed fitness instructor teaching other instructors.

\*\*\*Marx works for an organisation specialising in working with disaffected youth.

Relationship between the drawings and the interview questions

Table 4.13 below shows the divide between those interview questions used for discussion of the drawings and those used to discuss other concepts appertaining to this study to provide a guide to the structure of the interviews and to show how the questions were used to in the interviews. The interview question sheet is shown in Appendix A.

Table 4.13 ~ Division of interview questions

Questions 1, 2 and 3	These questions concerned the context, content and connections of the drawings as given in Table 3.1. They were used as 'ice-breakers' and to clarify the meanings of the drawings.
Questions 4 to 10 inclusive	Themes emerged as the interview progressed using these questions as guidance. Talk evolved through discussion of the training course, the new regulations, and the professional development of the participants.

The research questions guided the interview questions and the emergent themes of PCE teachers as professionals, teachers and teaching, identity and training came out of this interview data. In the following section the research questions have been used as a means of organising the interview data.

Question 1: How do trainee PCE teachers see themselves?

In the interviews, two direct questions were asked relating to the participants' identities. These were: Do you think of yourself as a teacher; and Are you a work in progress? This was to explore how the interviewees saw themselves and engage more directly with the first research question.

All of the participants saw themselves in need of further development, or as a work in progress, even if they already thought of themselves as teachers. Two of the trainees interviewed saw themselves as tutors rather than teachers and just three saw themselves as teachers. The others saw themselves as teachers but qualified their answers. Frances had a particular pride in being called a teacher. She explained

*People said to me years ago you should be a teacher, you'll make a good teacher but I had no self confidence to say I will be a teacher because I'm deaf... Being deaf I suppose it does zap my confidence but I just knew I can't teach because I can't hear enough ...I've now proved others wrong ...I'm deaf not stupid.*

Frances had taught her dolls and teddy bears as a child and wanted to be a teacher but believed that maybe it was one step too far and settled for accounting to prove to the careers teacher that she was more than 'factory fodder'. Frances's deafness is an integral part of her identity but the only external clue to her deafness is that she watches your face and lip movements.

Sabrina was also told she could not do the job she wanted to do by a careers teacher "*Flying helicopters is the only thing I've ever wanted to do and because I got told I couldn't it was what do I do now, so I went to college and did hairdressing instead which I didn't complete because I was too nervous of cutting hair.*" Marriage and children meant Sabrina putting her career on hold but she began her teaching career through attending a free computing course offered by her local college and would not have believed she could do what she does whilst she was at school. She reflected

*I've gone through many different jobs and I've never really hated a job but now I'm in a job which I love and I've gone from a part time barmaid to keep money coming in to this [teaching]. With teaching it gives me a better status. It's that impression people have of me when I say I'm a teacher as opposed to a barmaid.*

Sabrina did see herself as a teacher but found it hard to believe instead she referred to herself as "*a blond computer geek*" and commented "*I don't see it as teaching, it's helping people.*" Louisa saw what she did as helping people too. She had taught keep fit for a number of years until age intervened and at the time of interview was gaining great pleasure from teaching fitness instructors and commented

*I am quite a shy person really but people don't believe it...this is where I think it comes into a profession because it's like screen acting you become this person to get through the job. I'm a different person in a lecture room than I am when I'm teaching a physical class in a studio. You put another mask on.*

Jane echoed Louisa's comments saying "*When I go teaching I'm a different person. It's like putting on a suit and you go in and teach your lesson*". Despite feeling like a teacher Jane felt she had a long way to go before she would be a teacher. Marx expressed a similar view saying "*I'm a work in progress in the sense that I'm always going to be improving and I will get the formal qualifications that say I'm a teacher, but in my heart I am already a teacher.*" These two participants are making a distinction between doing the work of a teacher and being a teacher (that is, having the identity of a teacher) which was yet to be

achieved. Marx added that despite doing the job society would not recognise him as a teacher without the qualifications which is why he felt he had no choice but to achieve them but he also saw the qualifications as investing in his future professional development as a teacher. Jonathan said that he would feel like a cheat if he wore the label of teacher because his work involved tutorials more than teaching. He had not intended to teach but said “...*even though I enjoy it a lot I may think of it like a fun activity*” (meaning a hobby) perhaps because he taught for only four hours per week at the time but his ultimate ambition was to teach his degree subject (architectural engineering) on a full time basis.

Five of the interviewees produced drawings of themselves. Jane and Marx drew symbols to represent themselves and their teaching role; Frances and Julie only recognised they had drawn themselves whilst discussing their drawings; George consciously portrayed herself wishing to show her own view of a tutor and the characteristics a tutor should have and which she believed she showed in her practice. Veronica, Louisa, Jonathan and Kate all drew past teachers who had influenced their ideas of teaching but Veronica did not see her teacher as something to which she could aspire as the others did because her teacher was too old fashioned describing her as “*fuddy duddy but nice*”. Sabrina was the only interviewee to draw a teacher in the future aspiration category explaining that “*I didn’t base it on anybody and I don’t know if it’s male or female but it’s happy and approachable*” and this was her aspiration for her future practice along with being the “*best me*” she could be.

One of the experts (Harriet) commented that the shift in identity experienced by trainee teachers is a place of resistance due to a fear of change brought about by their past experiences of education. She observed

*We’ve all got the image of the maths teacher and in a way that’s how they see teachers as scary people and they don’t want to be scary people, they want to be nice generous people. There is all that past history, all those teachers they’ve had, there are so many crowds of people in the room and you have to get rid of them and say well what do you want to be like, who are you in this context.*

This seems to imply that Harriet believes that teacher-educators perhaps need to be more proactive in the development of trainee teacher identities perhaps by modelling best practice and encouraging reflexivity.

Talking about identity with the interviewees showed an appreciation of what they were and what they wanted to be. It also showed the effects that teaching had on them in terms of changes to how they saw themselves. For some there was a reluctance to accept the label of teacher because the label suggested a self-actualisation that, perhaps, they had not yet achieved. For all there was a sense of needing more training.

Question 2: What are trainee PCE teachers' views and experiences of the training process?

One aspect explored with the interviewees when discussing the training process was their views of what professional meant to them particularly in terms of their own role in PCE. I assumed a general understanding and interpretation of the term 'professional' amongst the interviewees rather than providing a definition for them so that I did not influence their interpretation of the concept. During interview the interviewees interpreted and defined professional in terms of the skills and attributes needed to perform the job of teacher to a high standard. This was in terms of not only holding professional qualifications but also having the personal, professional qualities that enable students to learn; for example, Louisa observed *"I think that if that person is calm it makes the students want to be there so it's about not putting up barriers between you but not overstepping the line ... you build up a rapport, your delivery is structured enough so they can understand what you're getting across and you're open enough for questions."* George emphasised having the right combination of skills and attributes adding *"Teaching to me is the ultimate thing that I wanted to do and I want to know that I belong in the way that I should belong [as a qualified professional] and that I have the right to belong there and I do my job properly not just get by – its got to be done the way it should be done."* This interpretation of 'professional' resonates with the IfL definition given earlier in this report (see page 22) in which professional integrity, respect for learners and colleagues and professional practice are core elements of the professional behaviour expected of PCE practitioners.

For all ten of the trainees interviewed undertaking PTLLS affirmed that they knew something about teaching and that those things they were already using in their practice were correct or could be improved. Frances said that the course *"...was like getting the answers"* to those questions she had not been able to answer herself and for Sabrina *"It basically let me know that what I am doing currently is correct"*. Marx commented that *"I think doing the PTLLS course has helped me to see my role from a professional perspective"* and Jonathan said that *"It definitely made me think a lot about my practice and how to improve it"*. It seems that, for the trainees interviewed, the theoretical and

practical mix of the PTLLS training process allowed the gaps to be filled in their knowledge and modification of their practice.

For all the trainee-teacher interviewees, being professional seemed to be related to achieving their teaching qualification at the end of the training process as a tangible means of demonstrating to others that they were professional teachers and not amateurs playing at teaching. However, Veronica believed that people in the business world were more professional than teachers commenting that to work in business "... *needs slick performance and certain aspects might slip in teaching... I think teachers should be slick but I just don't think in general they are I think it's just that they are human beings.*" The division of the business world and education by Veronica suggests that she perceives teachers are not business people and yet changes to the PCE sector in recent years (such as the incorporation of colleges in 1993) have meant they are expected to be like business people. They are also assessed and measured by government agencies using business-style criteria in terms of job performance, quality assurance and student achievement. Veronica is a self-employed language teacher who was at the beginning of setting up her own business to teach languages to business professionals and her views and perceptions may have reflected that background. She is also an example of the education for adults that exists outside of FE but is still part of PCE; that is, a private agency that caters for adults who want another means of learning other than attending a college.

For George not only was achieving the qualification part of being professional but also being professional was more important than the job being a profession – a point discussed by Jarvis (1983). Louisa also linked professional to being employed saying that "*You can't or wouldn't get a job if you didn't have the qualifications*" explaining that for her being trained and obtaining teaching qualifications are part of the profession and being professional. Julie agreed that having qualifications demonstrates professionalism. All the trainees interviewed saw a profession as having more status than a vocation and yet believed that you had to want to teach, or have a desire to teach, which is related to having a vocation. Julie expressed her view as "*If you don't want to do it you can't just learn it and go into a class and be a good teacher – there has to be something in you.*"

However, it is not as simple for Frances who thought teaching was a professional job that was outside of her abilities until she started to do it "... *because I'm deaf I thought I can't teach that's it. Then last year I was offered teaching, thought I can't teach but I tried it*

*and I haven't looked back*" she added *"I wouldn't say it was just another job it's a job that when I say to people this is my job I'm a teacher somehow their view of me is Oh! You're deaf how can you be a teacher?"* The status of teaching has a powerful effect on Frances because she was told as a child her deafness would mean she would be fit for nothing more than factory work and that something like teaching would be out of the question. She had wanted to work in accounts (had done so) and became a teacher by accident. The fact that she could work successfully in teaching added to her belief in herself as a professional.

Jonathan's view on being professional was also a bit more complex and he explained that *"When you get involved in something if you are a person of conscience and if you are a true professional you want to do it right even if it wasn't a lifelong aspiration you want to do it right."* He also believed that being professional meant organising his practice to be as efficient as possible but without losing the creativity that he saw as part of being less than fully organised.

Marx believed that *"...your personal qualities inform your professionalism"* and that good teachers are made not born. He explained that there can be a certain snobbery about being a professional within a profession *"Some of my teacher friends don't see what I do as a teaching role yet what I am doing is exactly the same as what they're doing just working with a different client group."* Marx's friends are school teachers in mainstream education whereas he works with post-16 young people who have been alienated and failed by school. What he is highlighting is a difference between how school and college teachers are viewed. He observed

*FE teaching is different to mainstream education anyway because of the dual professionalism ...If you have a specialism you're going to have a different perspective on teaching. You're not going in as a teacher. You're going in as a teacher of a particular thing ... and you don't necessarily get that with mainstream schools. Some of them will have but my teacher friends for instance have teaching qualifications they don't have qualifications in English or Maths for instance they're just teachers they don't have specialisms.*

Marx's comments on specialisms in schools were, perhaps, particular to his group of friends but his comments on the dual professionalism of PCE teachers echo Robson (1998) and IfL in that for the most part they are specialists in a subject area and then gain the knowledge of how to teach it. The subject specialism gives PCE teachers credibility and security as 'experts' in their fields and teaching knowledge takes second place (Robson,

1998) as part of on-the-job learning; whereas, most school teachers learn to teach before they enter full time teaching.

Sabrina commented that PCE teaching *"It's a profession because it's a professional job and a vocation because it's something you feel you want to do."* She explained that the qualifications helped you to be professional and the qualities of the person related to the desire to teach or the vocation element of teaching. Jane noted that *"You don't teach for the money, there's a passion and it's a vocation"* and hoped that the new regulations would change the status of adult teaching but feared a lot of professional expertise would be lost because of the new regulations – a view echoed by others in this study. She reflected

*Normally when I think of FE tutors I think of tottering old pensioners just getting some pocket money but it's not like that. There are some professional people who come with skills and pass them on but it's a shame they are not seen that way...I think it's people who have the knowledge and experience who have to go on the training courses who might think I'm too mature for this - I've taught in FE for 30 years why should I get a qualification now. I think we will lose quite a few of the more experienced tutors by enforcing the standards but it's the rules*

Julie summed up the overall view of the training process and being professional given by the trainees who were interviewed saying *"I think if someone thinks seriously about teaching then they will do the training because it's like any other job. There are regulations which we have to obey, and if people say I can't be bothered then obviously they're not serious about teaching."* Julie is Polish and perhaps this view reflects her cultural background in that, for her, being a professional means following rules but it is clear that for those trainees interviewed being professional and the training process are interdependent and that vocation is related to personal qualities.

The tangible nature of the qualification was valued by Jonathan who said that one of the positive things about PTLLS was *"... that it's a formal qualification which if you are insecure, like me, you feel it's a piece of paper and I have it, it's there"* and this gave him confidence in his abilities. For George the PTLLS course was her last chance to do something she had always wanted to do but had been prevented from doing by circumstances. She said that the PTLLS teaching certificate *"...is so important to me like being given a jewel or the George Cross"*. She had enjoyed the PTLLS course and felt it had given her more confidence when she walked into the classroom and commented *"It's important to me to know I am doing the right things. For some people it's just an exercise to get a certificate but for me it's knowing that what I'm doing is right."* The passion for



her work that George feels is evident in this statement and is resonant with other interviewees' views; for example, Jane said *"It's a drug – some people need cocaine, I need teaching. When I'm teaching even my family have said I come more alive and it gives you a buzz when students say they really enjoyed the lesson."* Jane did not think that the certificate would make a difference to her but it would to an employer because it was evidence of a professional approach to the job.

When the experts were asked about the training process and its part in the making of professionals, Grace admitted that some vocational parts of PCE were not as professional as they could be in their teaching skills and this was why training was needed. Linus agreed and commented that it was the vocational areas of PCE that were less professional *"I won't say they let down the side because that's not right, but they are not expected to be professional. They're professional in their subject but not in their teaching ...and nobody has required it of them."* What they were highlighting is that for vocational courses it has often been occupational competence that has counted above teaching ability when staff have been employed in PCE to teach vocational courses. Researchers such as Lucas (2004), Edward et.al. (2007), Nasta (2007) and Orr and Simmons (2010) have all commented on the fact that prior to 2001 there was no requirement for anyone to hold teaching qualifications in PCE.

Ruth's (expert) view on the training process was *"If you want to teach, then you'll want to train"* no matter which type of course you teach because you will recognise the need for teacher-training in helping you to deliver learning in a professional manner. Linus (expert) concurred saying *"I think there are a lot of teachers who are vocational in that it's a vocation to them, but I also don't see that it stops you being professional about it."* This latter view echoes Jonathan's (trainee) who said that *"Teaching is a vocation that should be dealt with professionally"* and part of this was being trained and qualified because *"People who are educated in their teaching end up being good teachers"*.

A further aspect discussed with the interviewees, as it emerged from the discussion of the training process, was teachers and teaching and their views on teaching, though varied, had a recurrent theme of teachers working in schools with children and tutors working with adults in, or for, colleges taking the learning to the student. Training was deemed to be more akin to coaching than teaching or tutoring.

Jane described her view of teaching as *"I think to be a good teacher you need to be enthusiastic about the subject you teach and like your students too. It's no good being a teacher and going in the classroom reeling off masses of knowledge and you hate people."*

She said that teaching was something you had to want to do (a vocation) but it was also a professional job needing qualifications. She was one of the six interviewees who had always wanted to be school teachers. The other four had wanted to be other things and became PCE teachers by accident but so far were enjoying their work. None of the interviewees had thought about PCE teaching as a first career choice. All ten felt they had things in common with the teachers they had described or drawn but had further to go in their professional development before they would cease to be works in progress. Kate's description of teaching was *"It's like driving. When you learn to drive you learn how to pass the test. Once you've passed the test you then have to learn to drive and that's what it is with teaching. I think you have to learn how to teach to please the government or whoever but you still need to be able to teach students your way."*

Louisa commented that not everyone could be a teacher because not everyone has the aptitude or academic ability to obtain the qualifications needed to develop the skills for teaching. Others agreed and a typical comment came from George *"Not everyone could be a teacher. I think you've got to have some kind of makeup which makes you a teacher"* and explained that, for her, it was important to be seen doing her job in a professional way. Though qualifications were important to the interviewees they recognised that the qualities of the person were just as important to the teaching role and its enactment; for example,

*I think anybody thinks they can be a teacher. When we had our microteaches on PTLLS some were excellent and some were absolutely awful and I think that shows that some people just aren't cut out for it. They've got the knowledge but they can't translate that and make it enjoyable for other people. (Kate)*

The microteaches are an element of the training process and are a means of observing others as they teach. The trainees evaluate each other and give feedback alongside the teacher-educator and also evaluate and reflect on their own 'performance'. George observed *"I'm my own biggest critic – I appreciate feedback from others but my teaching has to be good enough"* and as can be seen from Kate's comments not all microteaches are rated as successful. Jane related the microteach to her own practice but also expresses the anxiety the microteach creates for the trainees

*... the microteach is another can of worms because it's getting you out of your comfort zone. I know it's safe and hopefully you're properly prepared - it's just the build up to it I think as soon as we're doing it*

*the nervousness disappears. No matter how well prepared you are you are still nervous at every lesson but then as soon as the learners come in it just disappears and you get on with the job. (Jane)*

When she talks about the microteach being “safe” Jane is expressing the mutually supportive context in which the microteaches take place and knew that other observations of her practice would, perhaps, be less ‘safe’.

Whilst discussing the training process the interviewees were asked to choose one word that, for them, described a teacher. When asked Jonathan had chosen the word “*sophisticated*” as his one word descriptor of a teacher and explained that it had nothing to do with appearance but skills. He said

*... when you go into a class to learn something you expect your teacher to have the level not of sophistication but of knowledge and necessary skills to do that for you...I suppose it could also be because sophos is the first element of the Greek word meaning wise perhaps I have teachers in my mind who are wise in what they are doing.*

He related wisdom to skill and acknowledged that teachers learn skills like communication that can be applied elsewhere and recognised the importance of having flexible skills that are transferable between teaching and other areas of lived experience. Single word descriptors used by other interviewees are given in Table 4.14 below along with the meaning they gave to the word they had chosen.

Table 4.14 ~ Single word descriptions of teachers

<u>Interviewee</u>	<u>Single word descriptor</u>	<u>Meaning</u>
<u>[trainees]</u>		
Frances	Ready	Being prepared for your classes to begin and to answer questions.
George	Professional	Being qualified and meeting the needs of your students.
Jane	Tolerant	Recognising that students have differences that need to be met.
Julie	Overworked	<i>“Just one word it’s impossible.” “A very busy person - overworked”</i> [from interview]
Kate	Nurturing	Enabling learners to develop.
Louisa	Confident	In your knowledge and ability and to say you don’t know.
Marx	Malleable	Being able to adapt lessons ‘on the hoof’ if needed.
Sabrina	Educated	Having qualifications and knowledge in your subject as well as in teaching.
Veronica	Informative	Knowing your subject and being able to pass it on.
<u>[experts]</u>		
Harriet	Professional	Doing the training and becoming qualified to do the job effectively.
Grace	Dynamic	Being flexible and adaptable.
Linus	Caring	About your students, the subject and your practice.
Ruth	Patient	To be able to meet the challenges of the classroom.

Being asked to describe a teacher in just one word meant a great deal of thought for the interviewees and their responses in Table 4.14 show a mixture of qualities that they regarded as part of the make-up of a teacher. The two interviewees (one trainee and one expert) whose single word description was 'professional' firmly aligned professional with being qualified to teach effectively.

Sabrina talked of teaching in terms of other jobs she had done where she did her job, went home and no more was expected of her

*Whereas with teaching you go to work, do your job, go home and do paperwork – marking, lesson plans, SoW, resources and so on – and I hate it. I'd be more than happy if they just let me do the classroom stuff but I know that's not all. What people don't see is what the teacher does outside of their teaching hours and with the increasing paperwork it's harder to keep ahead in your subject.*

She is expressing the view of all but one of the trainees interviewed in their attitude towards the increasing amount of paperwork accompanying the teaching role. Sabrina had been teaching for four years and had noted this development. Only George, who had been teaching for 11 years, expressed a liking for doing paperwork as she saw it as part and parcel of the job. Sabrina is also vocalising the work done outside of the timetable that is unknown and unrecognised by others. This *underground working* (Gleeson, 2005) is the work done at home that is unpaid but needs to be done to ensure student success.

The discussion of teachers and teaching with the interviewees demonstrated their understanding of the role requirements and an appreciation of the diversity of teaching styles involved. The interviewees expressed the view that the desire to teach may come from within (a vocation) but it needs to be managed professionally (trainee Jonathan, expert Linus) in terms of looking the part "... if someone was teaching me French for example and they came in their scruffiest clothes I think I wouldn't take them seriously" (trainee Frances), being prepared "you have to be willing to put in the time before and after lessons to prepare" (expert Linus), being in control "I have to be in control I have to know that everything I need is there for me so I don't have a panic" (trainee Louisa) and undertaking self evaluation in the form of reflective practice (trainee Marx, expert Harriet). These characteristics are seen by the interviewees as components of being a good teacher and also a professional teacher. However, they all concluded that bad teachers were not necessarily bad teachers but in need of something to enable them to do their jobs better; that is, they needed more training. Given the number of drawings produced depicting past

teachers it is clear that teachers have more influence than perhaps they realise not only on their students but also on future teachers.

However, there can be a mismatch between what the teacher thinks his/her role is in teaching, what learners expect that role to be and what teacher education courses provide. In other words, there is a social construction of the teaching role which is influenced and defined by many people who are in turn influenced by their own expectations and beliefs. It should not be surprising, therefore, that there would be someone whose expectations are not met as illustrated by the following comments made by one of the interviewees

*The chap who I used to sit at the back of the class with on PTLLS had never taught before, it was his first introduction to teaching and it put him off because the course wasn't what he thought it would be. It wasn't that hands-on interactive course he wanted. His microteach was brilliant. He enjoys his job (advising people into work) but he doesn't know whether to make the change because PTLLS has put him off. It was C&G says dot dot dot and you must do dot dot dot dot so you do it. How do you then translate that into a live classroom? (Kate in interview)*

Kate is commenting on the mismatch between expectations and provision. She is expressing the need for practical teaching skills within the training process to enable new teachers and guide their professional development. She is also criticising the competence based approach of the PTLLS training course and its reliance on ticking boxes to achieve course success. As Kate asks how can competencies be made applicable to practice if you are not teaching already? Lucas (2007, p.98) argued that competency statements develop from national standards and that "... mapping learning against a set of national standards cannot begin to cater for the varied and multiple learning needs of trainee teachers." For the trainee Kate talks about the training process did not meet his needs and expectations.

The discussion about the training course and the training process developed to include the topics of professional, teachers and teaching as they emerged from the discussion and the interviewees' views and perceptions are reported above. They viewed teaching as a professional occupation and believed personal qualities interact with professional qualifications, gained through the training process, in an interdependent manner to create an effective teacher. They also aligned professional with acquiring qualifications to demonstrate their professionalism and also recognised the PTLLS training process as a good experience that gave them confidence in the classroom and in their existing and developing teaching skills. The views of the trainees and the experts concerning the effects of the 2007 changes to the training process are reported in the next section.

Questions 3 and 4: What are the views of trainee and experienced PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

I have chosen to discuss research questions three and four together so that the views of both the trainees and experts interviewed can be expressed alongside each other. This will enable the demonstration of difference and similarity as well as a means of comparison.

The 2007 changes to PCE teacher-training meant that it was a legal obligation for all those working as teachers in PCE to hold a teaching qualification, or be working towards obtaining a qualification, that would eventually lead to QTLS maintained by CPD. It was also made compulsory for all PCE practitioners to belong to the professional body (IfL) set up to monitor the sector.

The changes brought a different set of challenges for those who teach the teacher-training courses than for those enrolled as students on them. In interview with Harriet (expert) she said her first reaction to the changes to teacher-training was one of shock because she had been away from teacher-training for a while and changes at the college where she worked had meant that when she returned to the teacher-training programme there was nothing from which she could draw guidance on how to implement the changes – she had to start from scratch but saw it as a good thing, a challenge, despite being hard work. Regarding the course content and context she commented that “*The content is quite similar [to past courses she had taught] so there’s a continuity*”. Not only is there similarity and continuity (as also noted by Orr and Simmons, 2010) with the most recent teacher-training courses in PCE (For example, City and Guilds 7302 and 7407) but also with previous courses such as City and Guilds 7307. What has changed is the context in which these courses are delivered. Harriet explained “*It’s not the teacher training element of it, the being a teacher or learning to be a teacher, it’s actually the way IfL and LLUK are directing things which is changing the context.*”

Grace’s (expert) first reaction to the changes was disappointment because of the demise of the prior course (7302) which she regarded as a good course providing initial teaching skills for those already in-service and pre-service development for other students who needed time to evaluate whether or not they wanted to teach in PCE. Her second reaction was panic because she could immediately see that there was the potential to lose a great many tutors who were not prepared to undertake the new qualifications. At the time there

was only piecemeal information coming from City and Guilds and LLUK which added to the general panic of not knowing what was happening. She concluded *"I found in the end that it was quite nice to be part of something right at the beginning."*

Grace agreed with Harriet that the new course was in effect simply an amalgamation of prior courses and therefore more continuity than change – a fact thought by Linus (expert) to be a weakness rather than a strength in that the strengths and weaknesses of the old courses were incorporated into the new ones. Ruth highlighted the point that the new courses were more cohesive than the old ones and being based on practice more than before were more relevant than her own teacher-training which was

*... totally irrelevant to teaching – it was all theoretical with a term of practice ...You weren't given any tips or advice on practical matters ...you just landed in front of a class of 36 twelve to thirteen year olds and were expected to teach and of course you didn't. It was very scary and I hated it ...I came out with a PGCE and ticked the box but to be honest I wasn't prepared to teach. [Ruth – expert]*

When asked about the effects of the changes to teacher-training in the PCE sector with regards to the legal requirement to be qualified and registered with IfL one expert stated that *"I think it will get rid of people who aren't committed who maybe have been coasting and not done their teacher training ... If you're not prepared to accept the development then go"* (Ruth - Expert). A trainee interviewed for this study held a differing view

*I can understand why they're [the regulations] there and I think it will indeed make it [PCE] more professional, I think on the negative side that many people and much talent will be lost because there are many people I had in the past on evening classes I cannot see doing it [the course] at that level of professionalism and it's a shame (Jonathan)*

Frances (trainee) agreed with Jonathan's viewpoint saying *"I think that it's so unfair that a fantastic teacher needs to do this [the course] in order to carry on teaching"* especially if they panic when confronted with assignments and examination and show themselves in a bad light. She did not believe that the new training courses would weed out all poor teachers and they would carry on teaching. Kate (trainee) said that those who had been in PCE teaching for a long time would be negative about the compulsory nature of the changes and to avoid a negative classroom dynamic during the course *"... people who have been teaching a long time should be grouped together and then the training would be seen*

*as more of a CPD exercise.*" Whether or not this would change the view of these more experienced teachers was not discussed.

In contrast, Marx (trainee) viewed the 2007 changes as a means of protection saying *"I think that if you're in a position where you are affecting people's lives then there needs to be something in place – a safety net, and I think that's what these qualifications offer. To protect the teacher and also to make sure that what you are delivering is correct and you're not being detrimental to your learners."* What this indicates is a concern that the training received is correct but whether or not this provides protection is questionable.

Linus' view was that some trainees would cope with the changes and adjust whereas others would not. Grace (Expert) expressed the view that *"I believe that it's right if we are all teachers that we should have the qualifications so whether you go for a pottery class, IT class, whatever, the level of teaching and learning you receive is standardised."* Grace's opinion of the new teacher-training was that *"It will give a more professionalised workforce."* She added that being seen as a profession would change the status of those in the sector but only for those in a full role – the 2007 qualifications are not related to whether or not a teacher works full time or part time but divided by the kind of role performed either full role or associate role. Harriet saw this as potentially divisive because there could be a monetary difference between the roles as well as a difference in status which could create conflict saying that *"It was from the schools sector that you got you can't be paid that because you didn't do this training and I think that's what's going to happen here."*

Sabrina (trainee) summed up the 2007 changes saying *"Its got to be done basically. I think it's a good thing. It's like any professional job if you get a person who isn't good at the job then they shouldn't be doing it. I think the regulations will help identify people who are perhaps not qualified enough who need to up-skill and update their qualifications."* What this and the other viewpoints illustrate is the value of having qualifications not only for trainee teachers but also for their students. It also alludes to the pressure felt by trainees to not only comply with the new regulations but also to be successful in the teacher-training course to maintain their positions as teachers in the PCE sector.

The discussion of the 2007 changes to PCE teacher-training showed that the trainees and experts understood the need to be professional when teaching and that the mandatory



qualifications were a necessary element in professional development. However, they regretted the potential loss of expertise to the PCE sector because of the 2007 changes as some experienced practitioners might not want to undertake the new training courses after doing their jobs for a long time. They also observed that the 2007 changes to PCE teacher-training were a potential means of raising the sector's status and demonstrating the professionalism of the workforce.

## **SUMMARY**

In the foregoing discussion, the perceptions and views of the participants in this study have been reported. What has been shown is that there is similarity and difference in the participants' views but also a clear understanding of what teachers are and what they do. Further exploration of the participants' views and perceptions appears in the next chapter with a view to addressing the research questions.

## Chapter 5 ~ DISCUSSION

*...one of the challenges about carrying out investigations in the 'real world' is in seeking to say something sensible about a complex, relatively poorly controlled and generally 'messy' situation*

(Robson, 1993, p.302)

It is at this point in the research process that researchers have to say something about the phenomenon they have been exploring and ask themselves whether or not the data engage with the research questions and also how the data collected relate to existing literature. Having presented and explored the data in the previous chapter, in this chapter the outcomes of the study are discussed in relation to the research questions. The relationship between the outcomes and the literature review (reported in Chapter 2) is also discussed.

### ADDRESSING THE RESEARCH QUESTIONS

#### Question 1: How do trainee PCE teachers see themselves?

Research question one was concerned with notions of teacher identity and professional status. In relation to teacher identity, in this study some of participants primarily saw themselves as 'works in progress' moving towards the attainment of qualifications that would give them a professional status. Unlike the participants in Orr and Simmons (2010) research, who saw teachers and teaching in terms of the objective mechanics of the job, some of the participants in this study believed that personal qualities were just as important as skills and qualifications to the type of teacher you became. They delineated their identities in terms of professional qualifications providing teaching skills and the individual's personal qualities providing social skills and recognising the interdependence of the two in the making of an effective teacher. Other participants, through their drawings and accompanying stories, showed *a priori* understanding of teachers and their work and also their aspirations for their future careers.

Avis and Bathmaker (2002, 2009) and Wallace (2002) found that the perceptions their participants had of PCE teaching, whilst partially realised, did not fully match the reality of their experiences and led to disappointment. This study found little disappointment despite grumbles about the amount of paperwork involved getting in the way of doing what the participants wanted to do namely teach. The majority of participants in this study were in-service trainees with varying amounts of existing teaching experience, whereas, those in Avis and Bathmaker and Wallace were pre-service trainees doing work experience as part

of their training and perhaps this accounts for the difference in experience. Orr and Simmons (2010) found that the perception of what a PCE teacher is and does was already realised before their participants (who were in-service trainees as were the majority of those in this study) had become PCE practitioners and this realisation was demonstrated by the participants in this study (including the three participants who were not in-service) via their drawings and textbox stories of past teachers.

Jephcote et.al. (2008) and Avis and Bathmaker (2009) also found the influence of other teachers and learners to be a factor in PCE teachers identity development. The influence of past teachers was evidenced in this study as illustrations of individual positive and negative learning experiences that impacted on the development of professional identity. As with Avis and Bathmaker (2002) the participants in this study saw their teaching roles as multifaceted and flexible to meet the needs of students and to be effective teachers. The discussion about teachers and teaching, in this study, demonstrated how the participants saw the role of the teacher but also had an impact on their aspirations and practice because other teachers became role models that guided their perceptions of good practice. Avis and Bathmaker (2002) found that their participants defined bad teachers as those who did not keep up with the changes to the PCE sector and again their participants did not want to be bad teachers. The interviewees (both experts and trainees), in this study, agreed that bad teachers were not the opposite of good teachers and highlighted the fact that there would always be some students a teacher could not reach. This would mean that some teachers would be labelled as bad by the students and effectively positioning themselves as victims and teachers as villains; that is, the students' lack of success is attributed to the failure of the teacher regardless of the level of training, experience and qualification of that teacher.

Beauchamp and Thomas (2009) note the importance of personal qualities and professional qualifications in professional teacher identity development. This is not a new observation and neither is the skills agenda with its focus on education that leads to employability. The 1919 Report on Adult Education (Wiltshire et.al. 1980) emphasised the importance of adult educators being qualified to teach, to enable them to meet the learning and employability needs of their students (and thereby the economy), as well as having qualifications in their subject specialism. The report also noted the value of personal qualities in the development of an effective teacher.

Those interviewed for this study drew a linear relationship between the training process, being professional and the view this gave of themselves to others. The fact of their dual professionalism impacted on their roles as teachers in terms of wanting to be as good at teaching as they were in their subject areas. The qualifications training gave them, they felt, an increase in self-efficacy and this would lead to better practice. Whether they had been teaching for less than a year or more than twenty years training was seen, by the interviewees, as the road to being professional practitioners.

The idea of being a professional was interpreted by the interviewees in this study as being aligned with the job of teaching and obtaining qualifications gave them an affirmation that they knew what they were doing and a confirmation that they had the skills and competence for the job. Orr and Simmons (2010) had also found their participants to be reassured by the acceptance of others that their existing practice was correct. Claxton (1978) said that in order to become the teacher you can be you need to find and value the teacher you are first of all. Moving from amateur to professional teacher after working through the training process is one step closer to becoming the teacher that you want to be.

Jephcote et.al. (2008) found that their participants placed the needs of their students above other needs, including their own personal lives, and viewed the creation of good relationships with their students to be paramount to student success. The pastoral care provided was seen as an integral part of their jobs in an ever increasing workload and one which could create tension in terms of the boundaries of their roles as teachers. Echoes of extra work undertaken beyond the job description can be heard in this study; for instance, Sabrina spoke of it in interview and several participants drew books, bags and papers. The willingness of many PCE teachers to go beyond the role description is an acceptance of responsibility for student achievement that demonstrates evidence of a professional approach to their work. Professional responsibility is also one element of the definition of professional (Furlong et.al. 2000) in that professionals accept it is their responsibility to make decisions that have the best possible outcome for those in their care. For teachers this means careful preparation that maximises the potential for student success and minimises the potential for failure.

The construction of identity is an on-going project (Giddens, 1991; Watson, 2006; Burkitt, 2008) utilising the lived and living experience of the individual. The past and present combine to give a potential future but this is subject to change as the individual interacts

with his/her environment. The participants in this study were in transition between existing and potential identities in the unstable environment of the PCE sector which was also in transition. Evidence in this study suggests that PCE teachers were changing their status from perceived amateurs to acknowledged professionals, in much the same way that the PCE sector itself was changing, but were, despite the changes already experienced, as yet “*a work in progress*” (Holloway, 2009, p.185) moving through the training process.

Question 2: What are trainee PCE teachers’ views and experiences of the training process? For the interviewees in this study achieving their teaching qualifications at the end of the training process would demonstrate their professionalism and they all saw the mandatory training courses as a necessary part of their professional development. Whilst already being professional in their teaching subjects, acquiring teaching qualifications would enable them to demonstrate to others that they were professional in their teaching practices and also gain dual professionalism (Robson, 1998; IfL, 2008). The interviewees also saw the importance of the qualifications in obtaining and maintaining a job in the PCE sector because being qualified to teach in PCE was now mandatory and may help to raise their status by confirming they were qualified to practice. For them, moving through the training process and achieving their qualification acted as a milestone towards their ultimate goals – a rite of passage between amateur and professional status.

However, 21 of the participants in this study undertook the course because either they were told to by their employers or because it was now a legal requirement or to gain the qualification – this includes eight of the interviewees. Comments in interview and on the questionnaire show a commitment to their work so, perhaps, this demonstrates a pragmatic approach to the 2007 changes to PCE teacher-training in that there was no choice if they wanted to continue being PCE teachers. The implication of potential unemployment would be a motivator for many even if they resented doing the course.

The accreditation of PCE teachers through the 2007 training courses (PTTLS followed by the higher level courses) could be seen as jumping through hoops because of the design of the course with its reliance on outcomes and competency achievement. Those who have been teaching for many years without qualifications may especially see the training as jumping through hoops with no particular benefit to themselves. Nicholls and Jarvis (2002, p.9) note that “...any form of professional accreditation needs to recognise the

*complexity of the process that might now be understood as teaching*” and the complex business that is teaching, especially in the multi-faceted PCE sector, needs to be learned.

Lucas (2007, p.95) argues that the problem with a competence based model approach to teacher-training is that regulatory bodies find it easier to have “...*the comfort zone of competency statements and ticking boxes.*” than to deal with the complexity involved in the interpretation of standards. National standards have been created for the PCE sector but they cannot guarantee a standardised training course because people interpret information in an individual manner. Therefore, having outcome related competency statements simply means assessment of competency and confidence for the regulatory bodies that teachers can do teaching (Lucas, 2007). However, evidence from the questionnaire showed that for some of the participants in this study ticking boxes to say they had achieved an element of the training course was concrete evidence that they were competent in their existing and developing teaching skills. For other participants it was part of their professional development and for others it was something that had to be done.

The introduction of new professional standards and a new teacher-training programme in the PCE sector is the latest development in the sector’s professionalisation. However, standards and competency measures may lead to a focus on their narrowness to gain the qualification rather than on a breadth of knowledge to develop a better understanding of teaching and learning (Jarvis, 2002). Trainee Marx said that what the PTLLS course did was to “...*put everything into perspective*” and provide new knowledge despite giving an initial impression of being about ticking the right competence boxes. Perhaps, the awarding body (City and Guilds) have found the right balance between measuring competence relative to professional standards and providing a breadth of knowledge for trainee PCE teachers. However, competencies and standards both ignore the qualities of the person and the influence these can have on the capacity to do the job well.

The trainees interviewed all said that the PTLLS course had taught them new things in terms of having confidence to try other ways of teaching and confirming that what they were already doing was right. Trainee Frances said “*I’ve been thrown in at the deep end to go and teach and do all the paperwork and no one has showed me what to do so I thought I’ll do this like this and the teacher training course was like getting the answers*” which illustrates the importance of initial teacher-training to those undertaking it despite its organisation as boxes to be ticked when competencies are gained. Tedder and Lawy

(2009) suggest that trainee teachers may need the support of someone who has successfully undergone the teacher-training process within their own subject area (a mentor) to help them to recognise the importance of teacher-training and its relevance to their individual practice. Experience of teaching is both positive and negative for both students and teachers; being able to discuss these experiences with a mentor could highlight a progression route for the development of best practice. If trainee teachers are to move from subject specialist who teaches to teacher with a subject specialism, a mentor can also offer support as he/she makes the links between the two and combines two sets of skills and knowledge for the benefit of students (Wallace, 2007).

Tedder and Lawy (2009) found that their participants valued their past and present relationships with other practitioners who demonstrated passion for the job and caring support for the students. Orr and Simmons (2010) found that having supportive people around them, whilst training or in general, greatly influenced their participants professional development in terms of providing role models for them or just a sympathetic ear. Mentors who are subject specialists are recommended, by the awarding body, to be a part of the PTLLS training process and for trainees who are in-service this is usually arranged but for trainees who are pre-service arranging a mentor can be more problematic. The trainee teachers interviewed for this study expressed pleasure in being part of the PTLLS course and saw it as a means of increasing their awareness of the skills required for the job of teaching and also as a means of increasing confidence in their abilities through interaction with others 'in the same boat' as themselves.

Observing other more experienced teachers was seen by trainee Jane as a benefit to her practice in terms of seeing how to manage the learning environment. Trainee George commented on this too "*One thing that came out of all that training with everybody was the lack of understanding of how hard it is to stand up there...*" but it showed her how managing a diverse group of people in class could be done. Hillier (2003) discusses the idea of competent professionals helping other practitioners improve their practice and this can be done via observing others as well as by mentoring. A micro-teach is undertaken as part of the PTLLS assessment but this is done using classmates as the students, as observers and as assessors and as such is a limited representation of actual classroom environments and provides a limited teaching experience. Trainee teachers need workplace experience to help make sense of their training and where their own knowledge fits in the context of practice.

Moon (2004) notes how reflective practice has become a prominent dimension in PCE teaching and this can offer trainee teachers and new practitioners a means of articulating their experiences. Throughout the training process reflection plays its part by forcing individuals to think about current and next steps, and their relation to past steps, as a means of increasing competence through the evaluation of an action or event with the implication that some kind of learning will result. The interviewees in this study spoke of the training process as a means of verifying what they were doing was correct; a means of comparison between what was required for the training course and what they were doing in practice. This study also necessitated a great deal of reflection on the part of the participants to enable them to draw, write and speak about training and teaching; that is, they had to think about their experiences and evaluate their influence before reporting them. Questioning our experiences, knowledge and values, and where these impact on what we do, is part of the reflective process “*Reflective practice does not travel distances: it makes a great deal more sense of where we are*” (Bolton, 2005, p.210). Understanding where they are, and where they are going, is a necessary part of the training process for PCE teachers if they are to become competent professionals in the PCE sector.

Questions 3 and 4: What are the views of trainee and experienced PCE teachers on the 2007 changes to PCE teacher-training and PCE teaching in general?

From September 2007 onwards all new PCE sector teachers were required to gain a licence to practice at the start of their careers and then, through continuous professional development (CPD), work towards QTLS (Qualified Teacher Learning and Skills) status or ATLS (Associate Teacher Learning and Skills) status. For new practitioners the process could take up to five years to complete. The new qualifications are not based on whether or not the practitioner works part time or full time, or on which area of PCE the practitioner teaches, but on the role responsibilities of the individual. A full role practitioner undertakes a full range of teaching responsibilities and is required to “*demonstrate an extensive range of knowledge, understanding and application of curriculum development, innovation and delivery strategies*” (DIUS, 2009, p.2). An associate role practitioner may not undertake as full a range of teaching responsibilities and is not expected to demonstrate the same range of knowledge, understanding and application of skills. Existing practitioners update their qualifications as necessary to bring them up to the required level to proceed with professional formation and thence to QTLS or ATLS. For all practitioners QTLS and ATLS are maintained by CPD which is



monitored by the Institute for Learning (IfL) the professional body overseeing the profession who confer the license to practice and professional status.

The experts and trainees interviewed for this study saw the mandatory nature of the new qualifications as a means by which all those entering the PCE profession as teachers from 2007 onwards would receive training. This would give new teachers the important survival skills needed by a first time practitioner. Also, for experienced teachers, the new courses would provide them with a model for best practice leading, eventually, to qualified teacher status. However, as Harriet (expert) noted, the new courses have the potential to be divisive rather than unifying (Thompson and Robinson, 2008) and this may give rise to two-tier professionalism. The qualifications are based on the type of role performed (full role or associate role as described above) and far from creating a united professional workforce the design of the courses could lead to some people seeing themselves as more professional than others because of a difference in role label and perhaps a difference in remuneration. This distinction is echoed in membership of the Institute for Learning (IfL) where membership is based on the teaching qualification held (the higher the teaching qualification, the higher the professional status ascribed) ignoring all other qualifications as described in Table 5.1 below.

Table 5.1 ~ IfL membership distinctions

<u>Membership Level</u>	<u>Teaching Qualification held</u>	<u>Other Qualifications held</u>	<u>Status that can be achieved</u>
Affiliate	None	Irrelevant	Not applicable
Associate	Level 3/4 teaching or Level 4 Assessor	Irrelevant	ATLS only
Member	Level 5	Irrelevant	QTLS or ATLS depending on teaching role
Fellow	D.Ed / M.Ed	Irrelevant	QTLS or ATLS depending on teaching role
Companion (for managers and support staff)	None	Irrelevant	Not applicable

As existing qualifications are not considered when ascribing IfL status existing professionalism is also given less importance. However, the trainees taking part in this study were registered with IfL (as affiliate members because they hold no teaching qualifications regardless of the level of their other qualifications which are very broad as shown in the questionnaire and reported in chapter 4) as part of the training process and

those interviewed saw membership of a professional body as a positive step towards raising the profile and status of the PCE sector and themselves.

For the experts interviewed the changes to the teacher-training process in the PCE sector were more about continuity than change (as observed by Orr and Simmons, 2010). The creation of IfL as a professional body, the experts felt, might at last give some credibility to the sector and thereby raise the status of those working within it. PCE was denied access to the General Teaching Council (the GTC was abolished in 2010 and its functions taken over by the Teaching Agency) that governed schools (Clow, 2001) so the creation of IfL may give some parity with schoolteachers for PCE teachers in terms of having a professional body. However, QTLS and ATLS given by the IfL to PCE practitioners, does not have parity with QTS (Qualified Teacher Status) that was given by the GTC (and now the Teaching Agency) to schoolteachers (Holloway, 2009) and raises questions about transferability of skills between school and PCE. Gleeson et.al. (2005) noted how PCE has become part of the mainstream of education in the government drive towards a skilled workforce; however, given that increasingly more 14-16 year olds attend PCE for vocational subject teaching, the lack of parity of status serves to define boundaries between school and PCE rather than smooth them out and may negatively affect the status of PCE teachers accordingly.

The gateway into schools for prospective teachers is by graduate entry essentially closing off school teaching to anyone without a degree (Spenceley, 2006) but entry into PCE has no such gateway. The majority of PCE practitioners arrive in PCE by happenstance rather than a predetermined career path (Clow, 2001; Gleeson et.al. 2005; Noel, 2006; Gleeson and James, 2007; Avis and Bathmaker, 2009). If you are proficient in your subject area, you can be invited to teach in PCE and train to teach at a later date; as a consequence one of the problems with the status of the PCE sector, in terms of being seen as a profession, is the idea that with a minimum of training anyone can teach in it (Etzioni, 1969). This is not to say that practitioners in PCE are unqualified (the biographies of the participants in this study illustrate the depth and breadth of existing qualifications held by practitioners in the sector) but it does add to a wider perception of the sector as being something other than professional because of the recruitment process (Gleeson et.al. 2005).

In the view of the four experts interviewed for this study, the mandatory requirement for PCE teachers to be qualified will be for the betterment both of those working in it and for

the profession itself. In the view of the trainees interviewed the qualifications are a necessary part of their professional development as teachers, a requirement if they are to work in the sector and a means of raising the status of PCE teachers. Parity with school teachers was one aim of 'Equipping our Teachers for the Future: Reforming Initial Teacher Training for the Learning and Skills Sector' (DfES Standards Unit, 2004) but achievement of this will take time to evaluate.

The new courses will upskill long serving teachers but those who are reluctant to undertake the training may leave the profession taking with them their expertise. Some of the trainees and experts interviewed in this study highlighted a belief that there would be resistance from some unqualified tutors (Trainee Frances, Trainee Kate, Expert Ruth, Expert Linus) because of the compulsory nature of the training courses. Avis and Bathmaker (2002, 2009) found their participants perceived the same kind of resistance from established practitioners with whom they came into contact. Friction could be caused between those reluctant to undergo the training and those new to teaching and eager for instruction if attending the same class (Trainee Kate). This draws attention to a context in PCE where not only are the identities of teachers in transition but also the identity of the PCE sector itself as it moves from its perceived status as an employer of 'amateur' teachers to a more professional status as an employer of professionals. Now that being qualified is mandatory there can be few excuses for PCE teachers not to be working towards attaining teaching qualifications but for some existing PCE teachers this may be one change too many and viewed as an assault on their existing professional status and identity.

The 2007 changes were also viewed as something that might differentiate the committed from the not so committed. It has been suggested that this might contribute to individuals' decisions to take retirement from a profession with an aged population (Weber and Mitchell, 1995; Department for Children, Schools and Families, 2004; Noel, 2006). Should this happen it may add to the skills gap already being experienced in education, across all phases, meaning fewer teachers doing an even greater amount of work than at present. Trainee Frances said early in her interview "*I think it is so unfair that a fantastic teacher has to do this course in order to carry on teaching...*" and commented on the fact that training courses do not always weed out the "*rubbish*" teachers because if they know how to do the assessments they will pass the course and carry on teaching. Frances is making the point that there are no guarantees that the 2007 changes to teacher-training in PCE will weed out those who may be bad teachers but neither will they guarantee good

teachers will emerge from the training process. However, by changing the PCE teacher-training process policy makers hope to change the PCE ethos from ideas relating to a view of education for its own sake and self betterment (learning subjects unrelated to employment) to ideas conducive to an employability skills-based view of education for the benefit of the economy.

All too often in the past teachers in PCE have taught their specialisms without holding any teaching qualifications (Robson, 1998; Lucas, 2004; Edward et.al. 2007; Nasta, 2007; Orr and Simmons, 2010). PCE teachers were (and are) vocationally competent in their subject areas but not necessarily competent in their teaching practices. There is a vast difference between these two types of competence and it is, perhaps, the lack of perceived teaching competence, and the part time nature of the majority of teaching in PCE, which has in part given PCE teaching an air of amateurism. It is not that there were no trained teachers in the PCE sector (for example, the PCE Certificate in Education or Cert Ed has been available for many years), but training was not enforced or standardised especially amongst part-time teachers (Thompson and Robinson, 2008). The experts in this study all said that there had been an amateurish approach to teaching and teacher-training in the sector that may have meant less than professional delivery of courses because there was no requirement for PCE practitioners to be trained. Expert Harriet observed that the now mandatory nature of teacher-training in PCE also means that where managers are reluctant to send their staff on teacher-training courses because they are needed for teaching (Clow, 2001) there is no choice and PCE practitioners will all receive training to teach. The professionalisation of PCE teaching was important to the experts in this study as a means of recognising the professionals working within it.

The impact of the 2007 changes to the training of PCE teachers had yet to be fully realised by the sector and by the participants (as practitioners) in this study. However, the trainees interviewed understood the importance of the changes in terms of obtaining and retaining a job in the PCE sector and consequently felt pressure to achieve their PTLLS certificate as a first step to becoming fully qualified professional teachers. The government emphasis on employability skills, and having qualifications that demonstrate attainment of those skills, potentially fuels the pressure felt by individuals to achieve and/or improve qualifications and this may apply to trainee teachers as much as to anyone else. Nevertheless, the trainee teachers in this study were prepared to continue with their training because of a desire to teach that needed to be satisfied as well as it being a mandatory requirement of their jobs.

In his 1869 lecture 'The Future of England' John Ruskin said that education should be "*bought as a treasure not sold for a livelihood*" and that its purpose was to make better people not money (cited in Alexandrou 2006, p.1). Continuous state intervention through changing educational policies (Keep, 2006) has led to a commodification of education with teachers alienated from their profession (McKenzie, 2001). Increased workloads and paperwork have meant less time for teaching as reported by Trainee Sabrina and Trainee Jonathan and observed by researchers such as Alexandrou (2006). The effects of education are visible not only in the success of students through the achievement of certificates but also in their personal development as individuals – the latter are the subjective products of education that cannot be readily measured. For the trainee teachers in this study acquiring skills in teaching that leads them towards the attainment of professional status means not only the acquisition of qualifications but also, perhaps, an increase in self-efficacy as teachers. Their past (and present) experiences of education, whether through their own teaching practice or their own learning, will colour their perception of the teachers they will become – the personal and the professional come together as they move through the training process. As expert Harriet noted "*It may be that's why teaching is so compelling because it draws on many different areas of people's personality and they become somebody different – they become a teacher.*"

### Summary

The exploration of what people bring from their personal lives into their professional lives has a bearing on the development of a profession as much as on the professional development of the person. The trainee teachers in this study could identify with the teaching role requirements as illustrated in their drawings but perhaps not the role itself as this would mean a change in identity they felt unable to fully adopt as yet because they were works in progress; that is, they were still trainees. The role of teacher and the function of teaching do not alone make a teacher's identity as indicated in existing literature concerning the complexity of teacher identity. A role is assigned a set of functions and trainee teachers bring their existing identities with them to the teaching role to inhabit it and reinterpret and/or reconstruct their own identities to include 'teacher' as they become proficient in the profession of PCE teaching.

One part of identity is about the representation of the self and how the self is constructed through the acknowledgement of difference from and similarity to others in the same or a

different social group. The trainees in this study identified with good teachers they admired and whose traits formed part of their aspirations and bad teachers reminded them of those things to avoid if they were to be effective teachers. However, it is not a question of good teacher or bad teacher but an acceptance that multiple interpretations of teacher identity can exist. The training process was a means of improving skills that led to increased self-confidence and better practice on the journey towards the acquisition of a professional identity.

Separating professional qualifications and personal qualities, for the interviewees, related to the idea of whether or not teaching is a profession or a vocation. Even those who said teaching was a profession admitted that there was an element of teaching related to an inner desire to teach that could be labelled as vocation. This vocation element was directly attributed to the qualities of the person and was part and parcel of a teacher identity in terms of the desire to do something worthwhile and/or give something back.

Whether it is a new institutional practice, or a government directive, change has to be accommodated if a teacher wishes to remain a teacher. The 2007 changes to PCE teacher-training have meant no choice for individuals in whether or not to acquire qualifications or to be registered with IfL. They are mandatory requirements of being a practitioner in the PCE sector and as such may result in some individuals leaving the profession. The changes may also mean a change in how existing and potential practitioners approach their teaching roles. However, the effect of any policy change is tempered by the interpretation of the receivers of that policy change whether they are trainee teachers or teacher-educators or other implementers of policy.

The content of teacher-training courses has changed little from their inception to current time; for instance, the content of PTLLS (the first element of the new teaching qualification) is similar to the 7302 and 7407 Stage One courses and the content of all these courses bears a striking resemblance to my own Certificate in Education undertaken in 1996/97. What has changed is how teaching skills are assessed and the value placed on them; for example, the new PCE teacher-training courses place an emphasis on assessment and the monitoring of skill levels in students which reflects the current political emphasis and value placed on employability skills to raise standards in the wider workforce. The current emphasis on employability is about training the workforce not educating it and this can be seen in the new PCE teacher-training courses with the need to tick boxes to become

a competent practitioner. However, governments can dictate and plan for delivery of teacher-training but this does not mean at the end of it 'a teacher' will emerge. The participants in this study believed that personal qualities were just as important as professional qualifications in the development of a professional teacher.

PCE teachers are not training devices in a training environment that ensure students can all do a given task in the same way. They are enablers and facilitators who develop students in their own individual abilities. However, no longer are they simply passing on the professional skills and expertise for which they were employed; they are expected to be 'flexible-specialists' who can teach anything as long as they have received the prescribed teacher-training. The 2007 changes to PCE teacher-training are a potential means of raising the sector's status and demonstrating the professionalism of the workforce.

The value of PTLLS perhaps lies not necessarily as a change to identity but as a means of displaying to others that PCE teachers are professional. The course also provides opportunities to make contact with, and be supported by, other trainees and experienced teachers for the exchange of ideas and information lessening the sense of isolation that can be felt by some practitioners.

The drawings, stories and interviews in this study have demonstrated that a teacher wears many hats depending on what is being taught and who the students are and to be this universal teacher would require knowledge in everything that a student might question, tolerance and patience, a permanent smile, and a spare lesson for every occasion! However, as Rogers (1996, p.174) notes

*In view of the superhuman range of expectations that both we and the group hold of the teacher's role, we must not expect one hundred per cent success. Most of our classes will have at least one blatant error, sometimes many more. The task of being a teacher needs to be learned, and that takes time.*

## Chapter 6 ~ CONCLUSION

*Thou shalt honour anyone engaged in the pursuit of learning and serve well and extend the discipline of knowledge and skill about learning which is our common heritage.*

J Roby Kidd (1973, cited in Jarvis, 1983, p.119)

My aim in this study was to highlight individual perceptions of a collective experience at a specific point in time; that is, how trainee PCE teachers saw themselves and experienced the teacher-training process at the cusp of the introduction of a new PCE teacher-training programme. It was important to me that the voices of the participants should be heard in this study and not just reported and I believe this has been accomplished.

The use of participant-produced drawings and their accompanying stories in this study has shown that a perception of what teachers are and what they do, based on individual past experience, exists prior to entry into PCE as practitioners. This pre-existing perception influenced the development of a teacher identity of the participants in this study (in terms of being like or unlike those teachers drawn) and their current practice in their desire to be effective PCE teachers.

The data in this study support the findings of other researchers (Noel, 2006; Gleeson and James, 2007; Avis and Bathmaker, 2009) in that those who work as teachers in PCE arrive more by accident than design into the sector. They bring with them a wide range of professional experience and qualifications that demonstrate the diversity in the PCE sector (Robson, 1998; Clow, 2001; Bathmaker and Avis, 2005; Gleeson et.al. 2005; Noel, 2006).

The research questions have been addressed more fully in the previous chapter but suffice to say here that, in conclusion, trainee PCE teachers see themselves through their prior experiences of teachers and teaching and have an existing understanding of the teaching role before embarking on a career in PCE. The training process was viewed by some as a means of obtaining a recognised teaching qualification that gave them confidence in their existing practice and prospects for future employment. The mandatory 2007 changes were seen by some participants to hold the potential by which PCE practitioners and the PCE sector could raise their status and be seen by others as professional.

The introduction of the 2007 training courses will help trainee PCE teachers to achieve professional status in their chosen careers as teachers. However, training courses result in



the attainment of qualifications and qualifications alone do not make teachers – time, practice and experience are also needed. At the same time, a desire to teach (or vocation) is insufficient in the making of a teacher and thus training is required to develop the skills needed to belong to the teaching profession. Added to this is the importance of the qualities of the person that cannot be underestimated in the creation of a teacher who can meet the needs of students at the local level and thereby the needs of the wider society.

### **Strengths and Weaknesses of this Study**

One of the strengths of this study is that it engaged the participation of an under-researched group, trainee PCE teachers, and therefore adds to existing awareness of the experience of being a teacher in PCE.

A further strength was the methodology employed which was phenomenographic and which utilised a case study strategy. These two approaches were complementary in that they explored a single instance of a phenomenon in order to comment on the wider picture via the voices of the participants in this study (Denscombe, 2010). A successive narrowing down of the themes that emerged from the drawings, textbox stories and interviews resulted in an outcome space (Akerlind, 2005) and facilitated the exploration of the two main concepts of professional and identity. It was also possible to apply ideas from Positioning Theory (Harré and van Langenhove, 1999) to the data as a means of understanding the context in which the participants in this study were situated.

In phenomenographic terms a *pool of meanings* (Akerlind, 2005) was collected and from this emerged an *outcome space* (ibid.) consisting of three *categories of description* (Marton and Pong, 2005) namely: Past Experiences; Present Perceptions; and Future Aspirations. Within these categories were ideas relating to how the participants wished to be viewed (their identities) and their perceptions of being professional. Therefore, the data collection methods were a strength of the study in that they provided an integrated tool from which could be discerned the meanings given to the experiences of the participants by the participants – they spoke with their own voices about their own experiences of teachers, teaching and training. The strength of this lies in having the participants speak for themselves and thereby providing a rich data source.

A strength of using a case study strategy was in my ability to select a small sample and set boundaries around it and the phenomenon to be researched. Hopefully, this gave this study

resonance with others of its type and enabled generalisations to be made from this study to others. As a frame for a mixture of data collection methods, as used in this study, the case study strategy meant flexibility for the data collection process and facilitated the validation of the data through triangulation (Denscombe, 2010). This gives strength to the study in that the findings can be considered to be reliable.

The use of drawings and stories as tools in the data collection process demonstrated a different means of gathering data (Clarke, 2004) to gain an insight into the experiences of in-service trainee PCE teachers. The process of reflection was in evidence as demonstrated, for example, by the prevalence of the depiction of past teachers and experiences which in turn were more related to school and school teachers than other forms of education. The drawings and stories not only portrayed what teachers are, their personal qualities, but also what teachers do, the role description. However, as Clow (2005), Gleeson (2005) and Edward et.al. (2007) note the role description for PCE teachers has expanded to include pastoral care of students which impacts on their identities as teachers as well as their workloads. Edwards et.al. (2001) note that this kind of flexibility (that is, the willingness to take on work outside what is contracted) is elemental in FE colleges.

The strength of using drawings, as a research tool and means of revealing participants views about teachers and teaching, was the potential for unlimited depictions of teachers. There were no boundaries set to limit what the participants drew as shown by the mixture of people, symbols and stick-persons that were produced. However, a weakness in the design was the fact that the idea of using drawings caught my imagination to the extent where I did not, or would not, see the implications of using them. I believe that more could have been done with the drawings in my evaluation of them. A further weakness was that without the accompanying stories the interpretation of the drawings would have been almost impossible; so, as a single data collection tool, drawings are not as effective as when used in conjunction with other data collection methods. Despite these reservations, I would use this method of data collection again because drawings give another way of looking at the meanings people give to their experiences; one that is based on individual reflection on experience. The drawings added another dimension to the study in that they illustrated the ideas of the participants and despite some of the interviewees reporting a dislike for drawing all were happy to produce an image of a teacher.

Whilst the use of drawings was, in my view, a successful means of gaining insight into the perceptions of trainee PCE teachers, the drawings needed their associated textbox stories to provide a complete viewpoint; without the stories it was possible to apply alternative interpretations to the drawings other than that of teacher which illustrates a primary weakness of them (Denscombe, 2010). One of their strengths, in this study, was to facilitate the interviews by providing a focal point but the drawings were more than something to talk about. The drawings were a representation, for all the participants, of a reflective act that brought together past and present experiences for evaluation; that is, drawing encouraged the participants to think about teaching in a way that was different to talking about it and perhaps gave a more individual insight. However, if I had asked the participants to draw themselves as teachers, the subsequent drawings may have produced different interpretations of what it means to be a teacher.

The use of interviews in this study enhanced the data collection by allowing for deeper exploration of some of the participants' perceptions and experiences of training and teaching. In interviews the rules of everyday conversation are suspended because questions are asked and answers given in a controlled way (Walford, 2001; Denscombe, 2010). However, respondents in interviews will only give the information they want to give (even if the interviewer and respondents are familiar with each other as in this study) based on their past and present circumstances, and these are transitory perceptions and interpretations (Jones, 1996; Walford, 2001). Interviews do not give direct access to facts and/or events; the interviewer and the respondent actively construct a version of the world relative to the context and the people involved (Silverman, 2006); that is, there is a reconstruction of an event in response to a question that, as in this study, is mutually understood. Mutual understanding of these events supports the validity of the interview along with understanding the context in which the interview takes place. My familiarity with all of those interviewed enabled the interviews because we knew each other and the part each of us played in the context in which this study took place – we were all part of the teacher-training process. The overall impression gained from doing the interviews in this study was one of enjoyment from both sides with a great deal of laughter in all the individual interviews as mutually understood events were recreated as illustrations in support of responses. The interviewees appeared to enjoy the process of speaking about and reflecting on their experiences of the course, their practice and teaching.

The free flow of talk between the interviewees and myself elicited responses that may have been stilted with a more structured approach than that used. However, at times the interviews took on the appearance of a tutorial requiring firm management to redirect them. It seemed that having me to themselves in a different context to that of tutorial or classroom gave the interviewees licence to speak about teaching in a more personally relevant way. This was good for the data gathering but not good in terms of time management and illustrates one of the dangers of interviewing your own teaching group and a potential weakness of this study.

A further potential weakness arises in that eight of the interviewees had been taught by me and two had been taught by a colleague from the same college which means a potential bias in the interview data. However, the interviewees were from differing subject areas with differing students and differing amounts of contact time with the college. Whilst I accept that there may be some influence on the responses given by the interviewees because they were all from the same college I believe that their personal individuality balanced out this influence. The study itself would be more balanced if there had been the opportunity to interview participants from elsewhere but if there is no consent to interview from the participants then there can be no interview.

If I had been able to interview participants who were unknown to me (that is, some of the 11 NVQ assessors who participated in the drawing element of this study) then the interview dynamic may have been more constrained but we were still part of the teacher-training process and as such would understand the role each of us played in it. The drawings would have still given the interview a focus and opening point and also be an ice-breaker enabling each of us to assess the other. Whether or not I would have received the same volume of response data (that is, one hour of talk) would depend on the willingness of the interviewees to trust me. The fact that none consented to be interviewed perhaps suggests that they were too busy to take part or simply that they did not want to participate in that aspect of the study. Being able to 'complete a form' and post it back was perhaps the limit of their commitment to someone they did not know. I feel that this is a weakness in this study as their responses would have given a further dimension to the data and a more complete picture of a PCE trainee teacher's experience.

The suitability of the methods used was aided by the use of a pilot study. This highlighted the weaker elements of the design (for example, the need for interviews) but it did not stop

me from making assumptions about the participants. Some common views presented themselves in the participants drawings and stories (for example, views about teachers being approachable), in the interviews (ideas about good and bad teachers, for instance) and between the interviews, drawings and stories (such as teachers needing to be knowledgeable) but they were still individuals with individual perceptions. Their individuality gave the study its diversity of response and demonstrated the wide variety of experience and expertise within the sample and perhaps the PCE sector as a whole. I can but hope I have, in my reporting, given some recognition of the individuality of the participants and the diversity they help to create.

Being aware that the empathy I had with some of the participants could have led to my being too close to the research and meant that I needed to have constant vigilance and reflexivity and at times I questioned whether or not I was seen by the participants as 'one of us' or 'one of them'. I trusted in the honesty and integrity of my participants and I attempted to be as objective as possible by maintaining distance between my work as teacher and my work as researcher; but, I accept that the blurring of boundaries between myself and the participants may have compromised the findings. However, I believe that my knowledge of the participants was more facilitating than inhibiting in this study and therefore a strength not a weakness. The ethical responsibility I felt towards all the participants and the research itself helped me to stay focused on my job as a researcher.

### **Implications for Practice and Contributions to Knowledge**

The data from this study repeatedly showed that, from the perspective of trainee PCE teachers, personal qualities contribute to (or are part of) the development of a professional/good teacher. These personal qualities go beyond the prescribed measures of competence in the teacher-training course, for example; being approachable to enable the provision of differentiated student support. What is missing from the current PTLLS course (and is thus an implication for the practice of those who deliver PCE teacher-training) is an exploration of, for example, classroom relationships, group dynamics, the psychology and sociology of education. These topics feed into the 'softer' skills of being an enabler or facilitator with which some of the participants in this study could identify more readily than the label 'teacher'. The teacher-training course has a mechanistic feel to it with the ticking of boxes to achieve competence and perhaps needs to move beyond this approach to utilise existing practitioner knowledge (Lucas, 2007). The personal has been undervalued in favour of the professional and the balance needs to be redressed to

acknowledge the interdependence of both so that the training process contains more than objective skills measured by outcomes achieved.

My belief is that to fully understand the purpose of teacher-training you need to understand trainee teachers and it is hoped that the findings from this study will contribute to developing this understanding. In that way an effective and applicable training course can be delivered that provides trainee teachers with the practical skills, and develops the confidence, needed to be effective professional practitioners. A profession is judged by the effectiveness of the professionals practising within it and to that end good training is needed from the outset. The practicalities of teaching (in terms of lesson plans, schemes of work, assessment and so on) provided by training courses may be constant but the context in which teaching is enacted changes according to the demands of others. This study has shown that training is valued and therefore it is up to teacher-educators to ensure that trainee teachers have the tools to manage change and continue to develop as professionals.

Implications for the practice of trainee PCE teachers could involve a recognition that they are not alone. Some of the interviewees in this study commented on the value of having others with whom they could discuss their experiences and this included practitioners at the same level of training as themselves as well as other more experienced practitioners. Communities of practice can supply the kind of support needed by new and trainee teachers – a safe haven to explore the uncertainties often felt at the beginning of a teaching career. Crawley (2005, p.169) defines a community of practice as “...*a group of teaching professionals with shared interests, values and passions, who interact with each other on an ongoing basis.*” He states that being involved in a community of practice has to be worthwhile and of potential benefit for everyone involved. New and trainee PCE teachers can learn from other community members and in turn they can bring a fresh insight to the community so that more experienced members may also learn.

This study has contributed to the knowledge of PCE teacher-training in that it has shown that it is possible to use ‘newer tools’ to reveal aspects of participants’ views and perceptions. The ‘tried and trusted’ research tools, such as interview and questionnaire, can be used alongside others to give a more complete picture of the research phenomenon and thereby enhance the validity of the research report. I wanted to use a different approach to give a different way to record and report the perceptions of others. I have done this through the use of drawings, stories and interviews. It was not an easy approach

but it did give me a rich set of data from which the views and perceptions of the participants emerged.

Usher (2001) observes that there exists an assumption that research is validated knowledge about society and social behaviour; that is, research is not just 'telling the story'. However, research is not simply 'telling the truth' in a serious manner either. Research is another form of story telling however inappropriate it might seem to think of story telling as a means of highlighting social issues (ibid). Each of us has a story to tell that illustrates our version of 'the truth' – a story which shows the meaning we attach to our actions. Researchers tell stories that highlight, what they believe to be, a point of interest and validate (or not) their beliefs through a regimented process of reading, writing and data gathering. Their stories have a beginning, a middle and an end like any other story, but along the way the story is given rigour and validity as the researcher attempts to explain his/her viewpoint. From a positioning point of view the researcher then has to wait for other researchers to take up the story and continue it by re-positioning it through their critiques. If this does not happen then it is as if the research (or story) did not exist (Harré and van Langenhove, 1999). As a contribution to knowledge, I would like to think that someone else might read this story/study and be inspired to use a different way of data collection to gain a better insight into their research so that they can offer a different viewpoint on it.

### **Potential future research**

I teach (and have taught) teacher-training courses for many of my colleagues. It can be an unsettling experience teaching those I consider to be teachers already in order to meet the mandatory need for the PCE workforce to be qualified and professional. In-house training is questionable in terms of 'best practice' application in the training of a workforce but it is expedient and cost effective for the most part. It may also be a good way for a workforce to be trained in that experienced teachers pass on skills that work but this may also produce teachers who are all the same lessening student opportunities for differing learning experiences. Except for five not teaching at the time, the participants in this study were in-service trainees receiving their teacher-training from colleagues. Whether or not training colleagues to be teachers is a professional application of best practice and the best way to develop teachers is a discussion worth exploration in the future.

A further area of future exploration would be the make-up of the PCE workforce because of the changes being experienced. For example, an increasing number of younger students than previously experienced are being encouraged into PCE which may result in the workforce changing its nature to meet the demands of the difference in the student body. Added to this, as noted elsewhere in this study, some PCE practitioners may leave the profession rather than undertake the new teacher-training courses. There are more females than males in this study and in PCE as a whole; what impact does this have for the sector and for practitioners? The dominant age group in this study was 35-44; is this reflected the wider PCE sector? What will the PCE profession 'look like' in the future?

There is an inherent potential for some practitioners to feel more professional than others because of their role title – associate or full role practitioner – due to the 2007 changes. The creation of the two roles was meant to reduce the training obligations for those practitioners not undertaking the full responsibilities of a PCE teaching role. However, concerns have been expressed elsewhere in this study about the potential for division rather than unity in the profession because of the distinction between the roles, and it would be interesting to evaluate the effects of this.

### **Reflective Statement**

Whilst I did not believe my research journey would be uneventful I had hoped it would be smooth – it was not. Hart (1998, p.113) described defining concepts as “...*like trying to nail custard to the wall*” and I have to say that my experience of trying to find the conceptual framework for this study was like this. Every time I thought I knew what I was doing and where I was going there would be a shift in focus or perspective and I would be back at the beginning again. As my understanding developed so too did my ability to engage with the concepts in this study enabling me to discuss their interrelationship with the focus of it.

At varying times during the research process everything I thought I knew was called into question and my confidence in my ability eroded. Doing the interviewing kept the research on life support; that is, one aspect was being undertaken even when nothing else was being achieved, but then I interviewed Harriet one of the experts in this study. She was the woman who had taught me to be a teacher and somehow this interview showed me my research from an angle I had not seen and ignited the need to complete it. She also reminded me that “*Teacher-training is right at the centre of what we do and what we're all*



*about.*” By modelling best practice teacher-educators play their part in the transition from amateur to professional made by trainee teachers as they learn their profession.

Situating myself in this research was both an embarrassment and a pleasure – the former because I do not like being the centre of attention and the latter because I do like telling stories. My life is a series of stories involving accident and design, but then so are the life stories of everyone who has appeared in this study. Usher et.al. (1997, p.224) commented *“If research reports are stories about the world, then they are also stories, which are more or less disguised, about the self”*. They depict an event or events in the life story of the researcher and as such could be considered to be autobiographical accounts. The conventional rules of writing research to maintain objectivity and validity silences the voice of the researcher and the researched in what is as much a personal learning journey as an account of a social phenomenon. Within this account I hear my voice on occasion but have endeavoured to keep this minimal in order to allow the participants to be heard. My learning journey was hard work and heartache in equal measure but was also parallel to the journey made by the trainees in this study as they move through the training process to the achievement of professional status.

Technological change and development, and a focus on skills for work, has led to a re-emphasis on the competence of PCE teachers to enable learning. PCE teachers need training and professional development because of the complexity of the role they now try to inhabit. In particular they need professional preparation at the start of their careers so that they deliver best practice as a rule rather than an exception. The development and implementation of occupational standards and a code of practice, and inclusion in the training process, has meant a benchmark from which trainee PCE teachers can work towards achieving professional recognition of their skills. Amongst the things I have learned from this study is the importance of this kind of training not only for PCE practitioners but also for the profession itself.

Casey (1995, p.1) stated *“The old decays unevenly. It is sometimes repaired and revived and sometimes destroyed and discarded. The new is generated by the living and the dead.”* She is talking about the transition from one thing to another, that it is not neat and tidy, and how what results from this cannot readily be predicted. The trainee teachers in this study are in transition from amateur to professional teacher but it will not be easy or straightforward as they leave behind the familiar to adapt to the new. Whether or not they

will be the teachers they want to be I cannot say but I have played my part in their process of transition to the best of my improving ability as their teacher and also, because of this research, as a mentor.

My teaching career is a second career, begun by accident rather than design mirroring the experience of some of the participants in this study, and one that has brought me immense satisfaction. My hope is that I can share my skills and experience with those new to teaching to give them a little more knowledge and know-how in what it means to be 'a teacher', and thereby help their transition into their new identities. I teach because I feel an obligation to give something back and because I want to teach adults and for me it is not just a job which again echoes the views of some of the participants in this study. I am part of a communal environment where ideas can be shared and exchanged and in this way I am better able to support my students so that their experiences of my teaching might be positive. I get a kick out of teaching that has not been equalled by any other work I have done and in the words of trainee Jane *"It's a drug – some people need cocaine I need teaching."* There are worse addictions and this addiction has allowed me to explore my profession in a different way that has culminated in this story.

*As a self always in the making, self image is as much about who we want to be as about who we are, for identity is something that is both found, in terms of what we have become, and made in terms of how this can be reconstructed into what we are yet to become. (Burkitt, 2008 p.190).*

At the beginning of this chapter is a quotation from Jarvis (1983) which is number seven of Ten Commandments created by J Roby Kidd (1973) in his book 'How Adults Learn' offering advice for teachers of adults. The tenth commandment is *"Thou shalt remember the sacredness and dignity of thy calling and, at the same time, thou shalt not take thyself too damned seriously."* (J Roby Kidd, 1973, cited in Jarvis, 1983, p.119) which is a reminder that whilst teaching is a serious business learning should be fun even when training to be a PCE teacher.

When beginning this study I realised that it provided a unique opportunity to explore a new phase of PCE teacher-training. I was taking part in the implementation of a new set of professional standards, the delivery of a new training course and the setting up of a professional body for the PCE sector. However, there is a postscript to this study because from the 1<sup>st</sup> September 2012 the 2007 Regulations for the training of PCE teachers were revoked just five years after their implementation. It is now no longer mandatory for PCE

teachers to belong to IfL and whether or not PCE teachers receive teacher-training is a decision to be made in discussion with individual employers. 'Professionalism in Further Education' (Department for Innovation, Business and Skills, 2012) is a report from an independent review panel (set up by government and led by Lord Lingfield) that said the 2007 training courses were not fit for purpose and that trying to impose their view of professionalism on the PCE sector denied the existing professionalism within it.

The review panel recommended reform of the 2007 regulations but the government chose to abolish them, along with several agencies linked to PCE, which helped the government to save money and to roll back the state in favour of more localised decision making and individual responsibility. The IfL was not abolished but became a voluntary body with little power other than as a lobbying agency but still able to offer QTLS to PCE practitioners if they want it. The report noted that, despite the mandatory nature of belonging to the IfL, many PCE practitioners saw the IfL as a protection against government changes that worsened their conditions of work and IfL's reduction to a voluntary body made them fearful of what would happen next. The IfL continues to represent PCE practitioners and the PCE sector and, along with support from agencies such as NIACE, may still have a voice in future changes to the PCE sector.

The requirement for initial teacher-training remains and new training courses are to be introduced at a later date but, at present, this means that PCE has returned to where it was five years ago when anyone could work as a teacher without being trained as a teacher. The review panel believed that the PCE sector's future success "... *depends upon placing trust in the professionals who work within it to direct it, take its decisions and promulgate its priorities*" (Department of Business Innovation and Skills, 2012, p.ii). They also saw past changes to the sector as threats to the identity of its practitioners and a weakening of the sector's ability to do its job. They said that the sector was more complex than schools or HE and that "*both the sector and its staff need to be treated with greater care and respect than has sometimes been the case in the past*" (ibid. p.18). Existing qualifications will be recognised so all of the practitioners who have undergone the PTLLS and higher level PCE teacher-training courses have not wasted their time. Practitioners may now find it more straightforward to achieve QTLS and this may encourage others given that 85% of PCE practitioners had not begun the training stage leading to conferment of QTLS (Department of Business Innovation and Skills, 2012).

I cannot help but feel that removing the compulsory nature of PCE teacher-training is a backward step. Rather than being a discussion between the practitioner and the employer teacher-training will return to being under-valued and a hit and miss affair that only some employers insist on – I have worked for four different PCE employers and only one of them saw teaching qualifications as necessary rather than optional. In the introduction to this study I spoke of a ‘baptism of fire’ experienced by many PCE teachers as they began their practice without any training. This is not only the wrong way for teachers to be taught but also detrimental to professional teaching practice. However, the professionalism and expertise of the sector was recognised in the report but cautions that the diversity and size of the sector may inhibit a universal definition of professionalism in the sector (Department of Business Innovation and Skills, 2012).

The Wolf Report (2011) had advocated the strengthening of vocational education in schools and leading from this PCE teachers with QTLS status should be recognised as qualified for teaching in schools (Department of Business Innovation and Skills, 2012). As a result of lobbying by IfL, QTLS is now recognised in law as equivalent to QTS in schools giving the parity with school teachers envisioned for PCE teachers in the government’s 2004 report *“Equipping our teachers for the future”*. This provides a further avenue of practice for PCE teachers but is only a partial parity as school teachers are paid 8% more than PCE teachers (HE teachers are paid 27% more than PCE teachers) so there are still some hurdles to overcome before full parity can be achieved (Department of Business Innovation and Skills, 2012).

The fears expressed in this report over the loss of expertise in the PCE sector may not now be realised if there is to be more vocational education in schools as well as the acceptance of more young people into PCE. A strength of the sector lies in its capacity to deliver vocational courses utilising the expertise of its practitioners; so, perhaps the revocation of the 2007 regulations has provided the potential for the PCE sector to create its own future and define its own professional identity.

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## LIST OF APPENDICES

A	Blank Copy of Questionnaire and Accompanying Instructions plus the questions used in the interviews and ethical considerations
B	Biography of Participants – Raw Data
C	The Pilot Study – the drawings, the interview questions and the questionnaire questions
D	Annotated transcripts of interviews with one trainee and one expert

## APPENDIX A

Blank Copy of Questionnaire and Accompanying Instructions

I am a doctoral student at The Open University, Milton Keynes in the Faculty of Education. I am doing research in the area of teacher training and specifically the transition from trainee teacher to teacher in further education. I would greatly appreciate your support in providing me with information for my research.

There are three parts to my research: 1) A questionnaire about you and your work; 2) A drawing produced by you; 3) An interview with me to discuss your drawing to be arranged at a mutually convenient time [Please note that the interview will be tape recorded for later analysis].

I have attached the questionnaire which will help me to gather information about you and how and why you became, or are thinking of becoming, a teacher working in further education. This will help me to research the processes and influences which led to your decision. Any personal details will be anonymised to maintain confidentiality.

I have also attached a sheet of blank paper for your drawing with instructions for completing it.

My research will be undertaken in line with the ethical guidelines of the British Educational Research Association, The Open University and <name of college to be inserted> where the research was undertaken.

Please take a little time to complete this questionnaire and return it to me by <date to be inserted>. I do not need to know your name and any information you supply will be treated in confidence. Please note that your participation is entirely voluntary - Should you not wish to take part you do not have to do so, and if you do take part you can withdraw your information at a later date. Overleaf you will find a consent form for you to sign as part of the process of you taking part in my research.

Thank you for supporting my work by taking part, and please do not hesitate to contact me if you have any queries. My contact details are at the foot of the page.

## Consent Form

I agree to take part in the research being conducted by Edwina Mattock in the area of teacher training and relating to the transition from trainee teacher to teacher in further education.

I understand that any personal information I provide will be anonymised and kept confidential. I also understand that I do not have to take part and can opt out at any point during the research.

I agree / do not agree to being interviewed and note that the interview will be tape recorded for later analysis.

Signature:..... Date:.....

## QUESTIONNAIRE - Part 1

Please tell me about yourself:

Are you MALE FEMALE  
(circle as appropriate)

Are you aged 25-34 35-44 45-54 54+  
(circle as appropriate)

What is your first language?

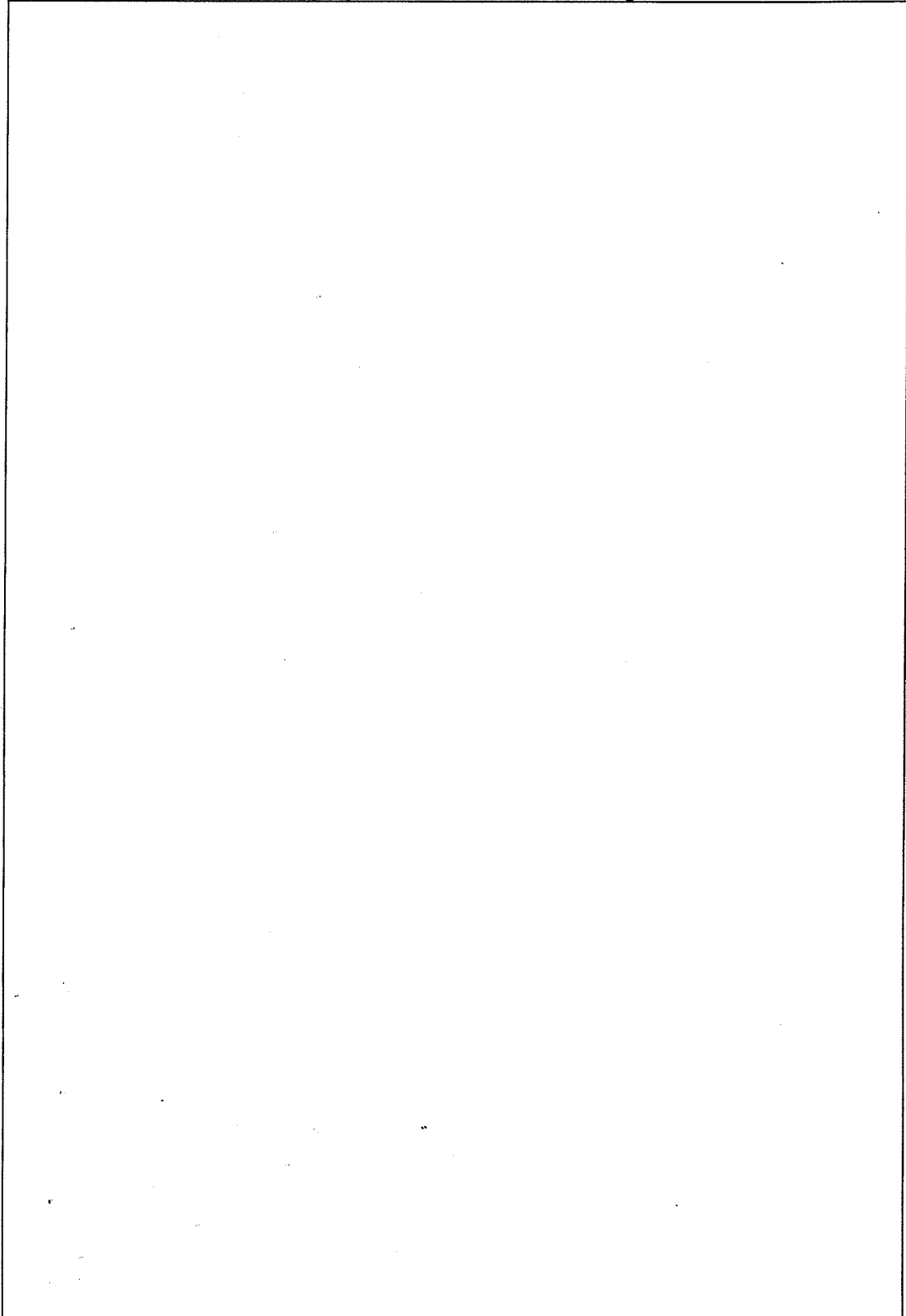
1) Are you teaching currently? If Yes, which subject do you teach?	
2) What is your highest qualification in: a) Your teaching subject  b) Your educational achievement	
3) Do you hold a teaching qualification? If Yes, which one?	
4) Why have you come on the teacher training course at this time?	
5) Have you always wanted to be a teacher or is it a more recent decision?	
6) What influenced your decision to become a teacher?	

Please tell me about your work:

7) What occupations have you had prior to your current one?	
8) Have your past occupations influenced your current teaching role? How?	
9) How long have you been teaching?	
10) Do you teach: a) Paid Full time (how many hours)  b) Paid Part time (how many hours)  c) Unpaid Voluntary (how many hours)	

**PART 2a**

In the box below, please draw "a teacher". It does not have to be a perfect drawing. When you think of "a teacher" what do you see? Now draw that image.

A large, empty rectangular box with a thin black border, intended for a drawing of a teacher.



PART 2b

After you have made your drawing, please tell me 'the story' of your drawing. What I mean by 'the story' is:

- ◊ Why have you drawn this image of 'a teacher' as opposed to any other image representing 'a teacher' you could draw? What or who does it represent? Is it you or someone else? What does it mean? Do you aspire to be like this?

Please try to answer as completely as possible (continue overleaf if you need more room)

[illegible]

Thank you very much for taking part in my work - if you would like to keep in touch with me about your participation, then please contact me at my email address below.

INTERVIEW QUESTIONS (TRAINEES)	Comments/Notes
<p>1. How did you feel about being asked to draw a picture? Prompts: enjoy, hard, time consuming</p>	
<p>2. What were you trying to show? Prompts: how or what does it represent? Is it you? Why did you draw it this way?</p>	
<p>3. Why have you written the following: "*****" prompts: Qs about the text in their stories or put on their drawings</p>	
<p>4. If you had to choose one word to describe a teacher what would it be?</p>	
<p>5. What in your view makes a "good" teacher? (job description/qualities) Prompts: could anyone be a teacher? What's a bad teacher? Is this based on your prior experience or what you learned on the course? Is teaching a profession or a vocation? Why?</p>	
<p>6. Can you identify with any of the characteristics of your "good" teacher? Why?</p>	
<p>7. Do you think of yourself as a teacher? Prompts: of adults? Have you taught children? What's special about teaching adults? When will you become a teacher?</p>	
<p>8. Why do you want to teach? Prompts: what do you hope to achieve? Is it something you have considered in the past? If so, what happened?</p>	
<p>9. What do you want to teach? Prompts: current skills? Training? Relationship between the course and work in the past?</p>	
<p>10. What are your hopes and aspirations for your future as a teacher? Prompts: more training? Working as a teacher of adults? Obstacles - time constraints, provision, existing work?</p>	

## INTERVIEW QUESTIONS (EXPERTS)

	Comments/Notes
1. Explain a little about your role - it's title, it's training, it's qualifications, how it was learned etc [background info]	
2. Have your past occupations influenced your current role? Which ones? How?	
3. Within your role do you have any influence in the decision making process regarding courses? How?	
4. What did you think and feel when you first found out about the new teacher training courses? How do they compare with past courses? What's missing?	
5. The idea is for the training courses to give a more professionalised workforce - will they? Isn't the workforce already professional? Is teaching a profession or a vocation? Why?	
6. What do you think and feel about the legal requirements for teacher training and the compulsory registration with IFL? What will be the short and long term effects of these changes? Are we seeing them yet?	
7. In the end, will any of the changes make a difference to the sector, the trainee teachers, the students?	
8. What in your view makes a "good" teacher? Which is more important the qualifications or the qualities of the person? If you had to choose one word to describe a teacher what would it be?	

## APPENDIX B

BIOGRAPHY OF PARTICIPANTS ~ Raw Data

	25-34	35-44	45-54	55+	Total
MALE	4	4	2	0	10
FEMALE	5	13	5	2	25
Total	9	17	7	2	35

What is your first language?

Czech	1
English	24
German	1
Ghana?	1
Greek	1
(Pakistan)	1
Polish	1
Portuguese (Africa)	1
Russian	1
Spanish (Peru)	1
None given	2

Q1) Are you teaching currently?

Yes	30
No	5

Q2) What is your highest qualification?

GCSEs	3
A Levels	3
RSA	1
NVQ level 3	5
NVQ level 4	3
Subject Diploma	7
Masters	1
Degree	8
BTEC	1
None	3

Q3) Do you hold a teaching qualification?

Yes	3
No	32

[A1 (Assessor) 11]

Q4) Why have you come on the course?

Requirement	7
No choice / Told to	7
Develop my understanding/skills	10
It's an opportunity	1
For the qualification	7
To be a professional teacher	2
To change profession	1

Q5) Always wanted to be a teacher?

Yes	12
No	23

Q6) What influenced your decision to become a teacher?

Pass on my knowledge / Help others	14
Other people	10
Offers other opportunities	1
No other qualifications	1
Seeing low skills of school leavers	1
Enjoy learning / self development	5
Gaining a previous qualification	1
Couldn't get a job	1
Not completed	1

Q7) What other occupations have you had? Too many to list but a huge variety

Q8) Have they influenced your current teaching role? How?

Yes	28 – Carrying forward skills eg IT, organisation, management / Doing something different and/or more worthwhile / Passing on occupational competence
No	7 – but I want to be a teacher / but allows me to assess competence / 5x just No

Q9) How long have you been teaching?

Under a year	8 (min 2 months)
1+ year	6
2 to 5 years	8
6 to 10 years	4
11 to 20 years	5
Over 20 years	1 (22 years)
Never taught	3

Q10) Do you teach:

a) Paid Full time (37-40hrs)	14
b) Paid Part time (2-28 hrs)	13
c) Unpaid Voluntary	5
d) Not teaching currently	5

NB: 2 unpaid &amp; paid together

## APPENDIX C

Copies of the drawings from the Pilot Study plus  
the interview and biographical questionnaire questions

## Biographical Questionnaire questions

1. What made you decide to become a teacher / trainer?
2. When did you decide to become a teacher / trainer?
3. Why did you choose to teach adults rather than children?
4. How did you choose this course? Did someone choose it for you? Why?
5. Describe a teacher / trainer. Is this an ideal teacher? Why? Which one word in your description sums up what a teacher is?
6. Do you think you are like your description? Why?
7. Do you 'feel' like a teacher? Could you wear a label that said "I am a teacher"? Why?
8. What are your hopes and aspirations for your future as a teacher / trainer?
9. Do you think teaching is a profession or a vocation? Why do you think this?
10. Do you think there is a difference between teaching and training, if so what is it?

## Instructions for completing the drawing

In the box below, please draw "a teacher" – it does not have to be perfect (stick persons and abstracts are acceptable); simply draw the image of what "a teacher" means to you  
After you have made your drawing, please tell me 'the story' of it on the other side of the paper. What I mean by 'the story' is: Why have you drawn this image of 'a teacher' as opposed to any other image representing 'a teacher' you could draw? What does it represent to you? What does it mean?

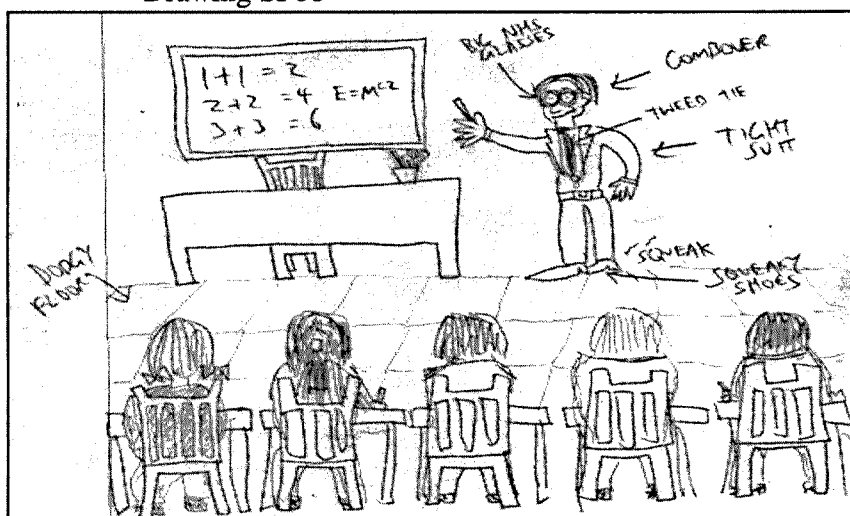
## Interview questions

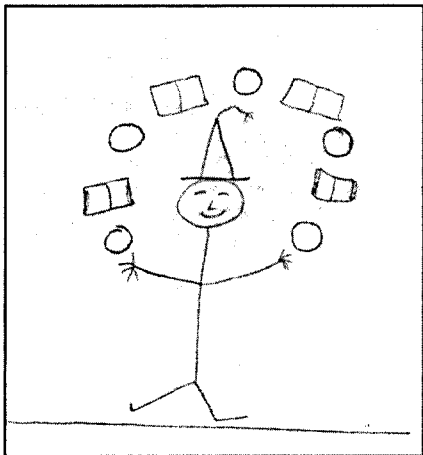
1. Who does your drawing represent – you or someone else?
2. Do you aspire to be like your drawing? Why?
3. What made you decide to become a teacher / trainer?
4. When did you decide to become a teacher / trainer?
5. Why did you choose to teach adults rather than children?
6. Describe a teacher / trainer
7. Do you think you are like your description? Why?
8. What are your hopes and aspirations for your future as a teacher / trainer?

## Extra interview questions

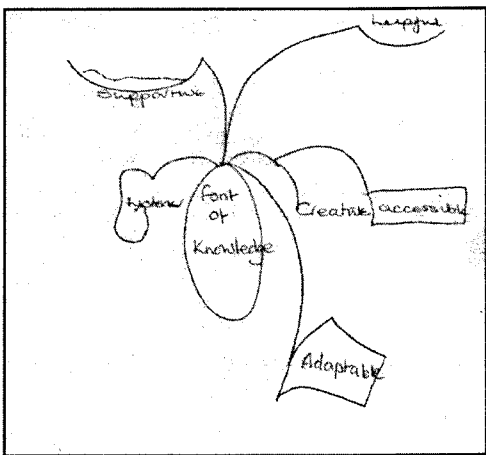
1. Do you feel like a teacher?
2. Would you wear the label?
3. Do you want to teach?
4. One word to describe a teacher
5. Are you happy in your job?
6. What's the distinction between training and teaching?

Drawing SP06

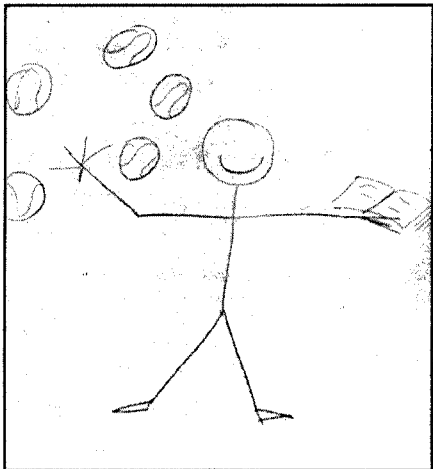




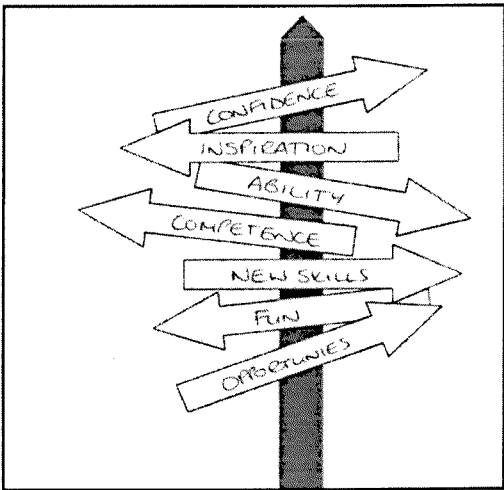
Drawing SW01



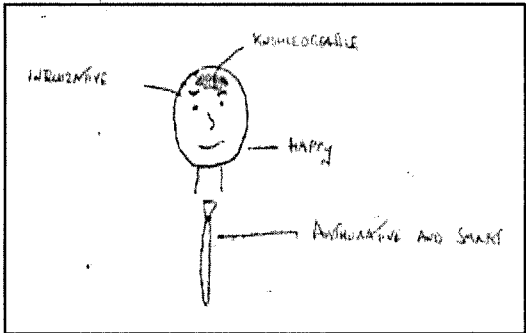
Drawing JT02



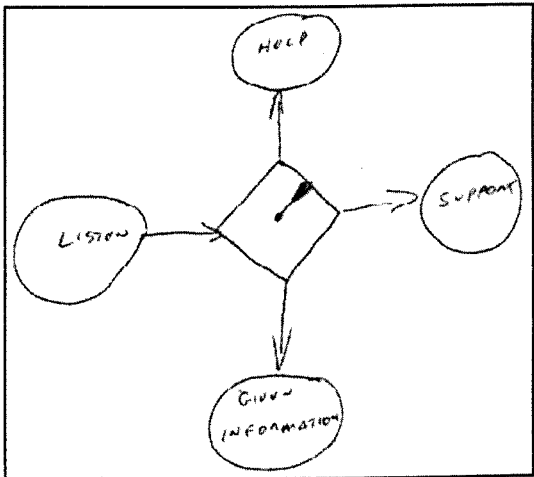
Drawing DH04



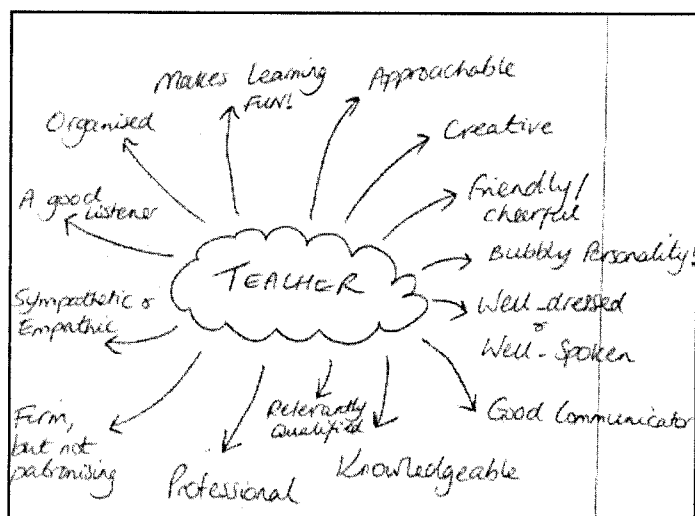
Drawing VH03



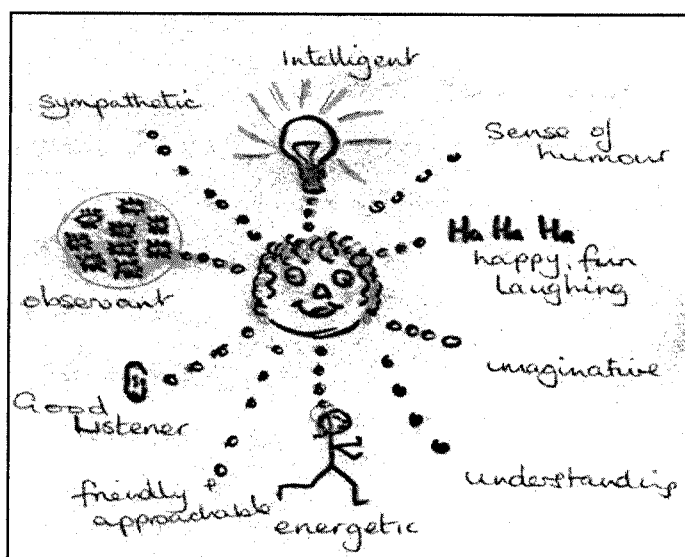
Drawing BM08



Drawing AD09



Drawing NA07



Drawing SS05

The nine participants (6 females and 3 males) in the pilot study were members of my City and Guilds 7407 Stage One teacher-training group. Six of whom had undertaken the City and Guilds 7302 initial teacher-training course prior to the 7407 course. Two of the participants worked for community run projects teaching basic skills and IT to adults. Three of the participants worked in a training environment where they taught communication skills to carers of adults with physical and psychological disabilities. The final four participants all worked for the same AE college as myself – three taught entry to employment skills to young people and the last taught guitar playing to a variety of ages both adults and children. The participants in the main study were an echo of the participant group in the pilot study.

Pilot study findings indicated aspirations amongst the participants to have the qualities of the teachers they had drawn and described. The need for further training was recognised as important to their role development and to the building of self confidence. The drawings produced in the pilot study were more abstract than in the main study. A difference in the wording of the instructions for the production of the drawings in the main study may have led to less abstract images being produced.

## APPENDIX D

Annotated transcripts of interviews with one trainee and one expert

INTERVIEWER (EDM)

RESPONDENT (Marx - Trainee)

Question

Response

Annotation

1) How did you feel about being asked to draw a picture?	<p><i>It wasn't time consuming but there were other things I needed to be getting on with so it was sort of left to the last minute which is why I was completing it in your lesson.</i></p> <p><i>Did you mind doing it? No, not at all. It wasn't a difficult task and I doodle which is why this (the picture) is separate images than a whole picture because I just draw little things.</i></p> <p><i>Why do you doodle? I need to be doing something, I'm quite hyperactive and I have nervous energy as well. It keeps me focused otherwise I end up wandering – my mind wanders. I usually draw squares or triangles like tents.</i></p> <p><i>How do you stop yourself from fidgeting in front of your learners? I stand up and walk around because that seems to be the best thing to do. When I do my microteach you will probably see me walking around quite frantically.</i></p> <p><i>Am I going to be screaming keep still [Laughter] I keep it under control but I gesticulate a lot. I should be a politician or something [Laughter]</i></p>	<p><b>Drawing info</b></p> <p><b>Identity &amp; Self appraisal</b></p> <p><b>PTLLS</b></p> <p><b>Identity</b></p>
2) What were you trying to show when you drew this?	<p><i>Just little pieces of what makes a whole. I didn't want to draw a whole picture because I find it easier to draw little doodly things and I just thought it's contained within a box so the box is the whole and I needed the bits that make up what the box represents which is a teacher, so <u>each thing represents a characteristic or trait of what I think teaching should be about</u></i></p> <p><i>Did you feel constrained by the box? Evidently because I didn't go out of it. I think I like to try and think outside the box and be kind of contrary to the rules but yes I stayed within the box.</i></p> <p><i>So is it you? I'd like to think it's what I want to be, it's what I want to attain. I try to take elements from this and try to do all of these things but as I think I explain in there, I don't think anyone fully realises and is fully enlightened so it's a thing I aspire to be</i></p> <p><i>And why did you draw it this way? I had a pencil to hand. I had thought about colouring it in but then thought no too much detail. I don't think it needed colour but if I had colours to hand maybe I probably would have done but at the time it was functional for the purpose</i></p> <p><i>It fits the task Yes, you can see what they all represent and I think that's what I wanted to convey. If I'd had colours and maybe set aside a little more time maybe I would have.</i></p> <p><i>Do you think that would detract from the meaning? I don't think so especially if you were to look at the semiotics of the colours used. No I just thought a basic image was all that was needed. So the meaning and everything is there? Yes.</i></p>	<p><b>Drawing info</b></p> <p><b>Reflection Teaching</b></p> <p><b>Task analysis</b></p> <p><b>Reflection Teachers</b></p> <p><b>Identity</b></p> <p><b>Aspiration</b></p> <p><b>Drawing info</b></p> <p><b>Drawing info</b></p> <p><b>and</b></p> <p><b>Reflection</b></p>
3) Why have you written the following: "eyes over the world / enlightenment"	<p><i>I just think that in order to be a teacher you should have some kind of world of knowledge. Whether you have travelled or whether you have just learned, I think you should ultimately strive to know as much as possible. <u>I kind of have a thirst for knowledge</u> which is why I'm very interested in theory because I like to know how things work. Although I'm not into mechanical type things I'm into the theoretical side of everything.</i></p> <p><i>So it's like taking a world view rather than a micro view Yes, basically. Ultimately what I try to do with my learners is to get them to see things from a different perspective and I think the eyes over the world allows you to see the whole rather than just the focus</i></p> <p><i>What about surveillance? Well, yes maybe you could read into that that I've got paranoia [Laughter]</i></p> <p><i>No, no but thinking in terms of what we've been talking about</i></p>	<p><b>Teachers &amp; Teaching</b></p> <p><b>Identity</b></p> <p><b>Identity</b></p> <p><b>Reflection</b></p> <p><b>Identity</b></p>



<b>CONTENT &amp; CONNECTION OF DRAWING</b>  -----	before – monitoring and stuff <i>Yes, I like to know what's going on and ultimately I think that's where I get this interest in theory. I like to know why and if you know as much as possible you can work out why things are like this and I think that comes down to control as well. I like to have control of the situation and if I can understand the circumstances I have more control over that</i> OK so it's not meant to purvey that you are watching <i>No, it's observing not watching just looking.</i>	<b>Identity</b>
<b>PAST</b>  -----	Enlightenment? <i>I just think, for me I want to be enlightened and I want my students to be enlightened. There were moments throughout all of my educational life when I've just gone WOW and things just fall into place – the eureka moment – and it's like oh and it comes together and you can see logical progressions and things and it makes you see the world in a completely different way and think completely differently. <u>With teaching a good teacher enables the learner to be able to be enlightened.</u> I can list teachers I've had that made me just go WOW or things that I've read. It's like the lightbulb thing it was dark or a bit vague and all of sudden everything is in view</i>	<b>Identity</b> <b>Reflection</b>  <b>Teachers and Teaching</b>
<b>PRESENT</b>  -----	Do you see that with your learners? <i>Some of them. I've had a few times when learners have come to me and touched me quite a lot when they say I didn't realise this. I deal with some quite difficult subjects with equality and diversity so some of them react in a way I expect them to react, but then some of them go against the type and it is nice that you've awakened something in them and created an interest so that they go out and find something else or tell someone what you've said, and ultimately I think that's what teaching is about – passing on knowledge and hoping that they pass it on themselves</i>	<b>Teachers and Teaching</b>  <b>Aspiration</b>
<b>PRESENT &amp; FUTURE</b>  -----	How does it make you feel? <i>It's brilliant. That's the whole point. I want them to walk away with a thirst but not to walk away knowing everything just inquisitive and you want them to come back to you and say did you know this. It's nice that you've shared knowledge and that they've walked away and this argument about altruism. I do it for altruism to some extent but for my own gain too because I want to get stroked. If there wasn't that kick, it would wear you down. <u>You have to interested and be enthused by it.</u></i> [Comments re having learners in the palm of your hand]	<b>Reflection</b>  <b>Identity</b> <b>Vocation</b>
<b>PRESENT &amp; PAST</b>  -----	We have this view that learning is stiff – you sit there and take it <i>I think that's the age old rote learning style and we've moved on from that a little bit but some of my learners have that experience from school, and they come to us thinking it's going to be like school and then realise it isn't but some elements are and when they pick up on it I reassure them it isn't and ask if they could get away with what they get away with at school. We're not strict but getting stricter because I think doing the PTLTS course helps you to see that in my role from a professional perspective and to maximise learning there does need to be more structure, and there have to be rules and boundaries and a lot of my learners have never had boundaries. We have boundaries but they are a little more flexible and sometimes that's been to our detriment, so now from doing this course G and I see eye to eye on what we want the learners to achieve and how we want the centre to be run as well and we've focused in on that and made it a little bit tighter. There's been no complaints.</i>	<b>Teachers and teaching</b>  <b>PTLLS</b>
<b>PRESENT</b>	What have been some of the other benefits of the course? <i>They've helped me to centre my self and to see the importance of my role, to see that what I do is good. The elements of what I do is good but also to pick up on the elements that are not too good. Its smartened me up and tightened me up a bit, and I think its</i>	<b>Teachers and teaching</b>  <b>PTLLS</b> <b>Reflection</b>

PRESENT	<p>taken me a while to get the reflective practice of doing the post session reflection and evaluation. I did it when I first started at NACRO and then I stopped and then I started again in the last couple of weeks and doing that has really – it works, it really works. <u>I was reading Curzon last night</u> and he was arguing the case for doing a formal lesson plan every single time because it is good practice and it keeps you on track, it keeps you aware of what you want from the learners and what the learners are going to get from the lesson, and from doing a formal lesson plan for every session now my lessons run a lot smoother. I have more control over it and there are learning outcomes that the learners can see</p>	Teachers and teaching
PRESENT & FUTURE	<p>Planning is very important The thing is doing my degree basically before doing it there is a lot of planning involved and my planing was not very good. I did a lot of planning for my dissertation and I got a good grade for it so it shows planning does work, and I seem to learn the hard way – its taken a long time to get where I want to be and now I'm more or less where I want to be to complete the PTLLS, CTLLS, DTLLS thing and get them out of the way and then I want to focus doing a PGCE so that I can teach any age. You have to have that flexibility of movement, so my plan was to be a teacher by 30 but I'm doing a teacher role now at 28 so I'm slightly ahead of myself but I haven't got the qualifications that I want.</p>	Reflection Identity
PRESENT & FUTURE	<p>Those will come in time – so what are you a work in progress? Basically, yes. I think you are always a work in progress anyway you're never at the top you're always aspiring to be at the top</p>	Identity
PRESENT & FUTURE	<p>Can you call yourself a teacher then? <u>I call myself a teacher</u>, yes.</p>	Training
PRESENT	<p>I hold myself up as good as any of my friends who are teachers. I know the theory behind it and I practice it, and not only that I teach a very difficult client group, so yes I see myself as a teacher. I think unfortunately in the meritocracy we live in we rely too much on professional labels to tell you what you are but ultimately if you're doing something you are that, <u>you don't have to be a carpenter to carve something out of wood</u>, yes I call myself a teacher.</p>	Aspiration
PRESENT	<p>And yet you say you are a work in progress which suggests that you've not fully reached being a teacher Well, yes a work in progress in the sense that I'm always going to be improving and I will get the formal qualifications that say I am a teacher but in my heart I am already a teacher.</p>	Identity
PRESENT	<p>How important is that qualification? Unfortunately very which is annoying because I do a teacher's job but society doesn't see me as a teacher because I don't have the bits of paper that say I am, but not everyone could walk in a do the job I do because the job I do is teaching and not everyone can be a teacher.</p>	Identity
PRESENT & PAST	<p>Why can't everyone be a teacher? Because everyone has roles in society and I'm not very good at doing practical manual type things. I'm very much into theory and I'm quite bookish but not everyone is and just because I'm into those things it doesn't mean I can necessarily teach. <b>There needs to be something in your heart that tells you it's your vocation</b> and I've been wanting to be a teacher since I was 10 yrs old and I think wanting to be something from that young an age and to be it means I had it in me to do that in the first place</p>	Teachers & Teaching
PRESENT & PAST	<p>So where do the qualifications fit in? They fit in because we're in a meritocratic society and you need the piece of paper to support what you're saying. It's frustrating and it's hard because you try to explain to your learners that qualifications ultimately aren't important but they are because you have to have them to get jobs. I know my learners can do certain things but they haven't got the necessary bit of paper to say they can do it and it's annoying. I</p>	Professional
PRESENT & PAST		Identity
PRESENT & PAST		Teachers and teaching Reflection Qualifications
PRESENT & PAST		Identity Teachers and teaching Reflection Vocation
PRESENT & PAST		Qualifications
PRESENT & PAST		Reflection

<p><b>PAST</b></p> <p>-----</p> <p><b>PRESENT</b></p>	<p><i>made a pig's ear of my GCSEs – I was a teenager and I had more important things on my mind at the time and I was fairly academic at school but I just got bored and at 16 yrs old I definitely had more important things to do so I kind of didn't revise or plan and ended up failing so its been a struggle for me to get where I am. I've had to jump through hoops to some extent as well.</i></p> <p><i>Do you think PTLLS is a bit like that? No. I initially thought it was but then doing it no it isn't. It's putting everything into perspective and helping me and its given me new knowledge and confidence</i></p> <p><i>I've done a good job then [Laughter] Yes, I think so</i></p> <p><i>Even teachers like to be told when they do something well Yes, and I get that with the course – I get that gratification when I hand in my assignments and I'm told what I'm doing is good but within my role I don't get told that enough and you have to wait for the odd learner to come up and say thanks for that it was worthwhile. <u>My manager doesn't really tell me much – we have to ask him to say well done when we've done something well but that shouldn't be like that you should be there and on it because it goes a long way and be very motivational.</u></i></p>	<p><b>Reflection</b></p> <p><b>PTLLS</b></p> <p><b>Reflection</b></p> <p><b>Teaching</b></p> <p><b>Need for support</b></p>
<p>4) If you had to choose one word to describe a teacher what word would it be?</p>	<p>Answered after Q6</p> <p><i>One word? I think <b>malleable</b> because you've got to be able to adapt and change shape and turn into other things and become other things. You can't be static, there's got to be flexibility in there. If you walk in as a ruler you'll get knocked over. You've got to be able to roll with the punches and things like that.</i></p>	<p><b>Teachers &amp; Teaching</b></p>
<p>5) What in your view makes a "good" teacher? (job description /qualities)</p> <p><b>CONTENT &amp; CONNECTION OF DRAWING</b></p>	<p><i>I think the drawing kind of highlights that really – to be balanced, to have an open door, to be there for your learners. Teachers should be visible to their learners – if there is an issue you should be there for them, the door should be open.</i></p> <p><i>Might another word be approachable? Yes, approachable.</i></p> <p><i>So all of these things represent a good teacher? Yes</i></p> <p><i>What does the mortarboard represent? The kind of formality of teaching – it's unfortunate but you have to have it.</i></p> <p><i>The book of knowledge? It's the updated infinity edition because you are never going to get all the world's knowledge because it's created every single day and it's always being updated.</i></p> <p><i>The question mark? Because the teacher is there to raise questions and it's also there for the learners to raise questions. So the teacher can have questions answered by the learners and vice versa. With knowledge and with teaching there are always questions and there always should be questions.</i></p> <p><i>So we have here a mixture of personal qualities and qualifications – which is more important? <b>I think your personal qualities are more important BUT at the same time there needs to be the knowledge there and there needs to be a professional knowledge there but I think underneath it all I think your personal qualities inform your professionalism it's a two way process</b></i></p> <p><i>So are good teachers made or born? Made. I don't think you can pass on teaching genes [Laughter]</i></p> <p><i>But you talked about this thing inside Yes, but that's just about being caring and wanting to improve the lots of other people and improve the world. I don't think everybody has that in them. I think some people are passive and like to float through life and do what they do, and then there are people who will have an impact, and that doesn't mean you're going to be a teacher, you could make an impact in another way. <u>So people have different drives in their heart of what they want to do.</u></i></p> <p><i>So you don't think that having the desire in your heart will make you a good teacher No, no more than the desire to be a film maker will make you a good film maker – there are plenty of bad</i></p>	<p><b>Teachers &amp; Teaching</b></p> <p><b>Professionalism</b></p> <p><b>Professional</b></p> <p><b>Vocation</b></p> <p><b>Reflection</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Vocation</b></p>

<p>-----</p> <p><b>PAST &amp; FUTURE</b></p>	<p><i>films out there but if you have passion it takes you part of the way to becoming a good film maker. When I first started teaching I wasn't great because I hadn't done it before but I had the desire to do it and because I had the desire it helped me learn and drive me towards becoming the teacher I want to be.</i></p> <p>So the desire is the motivation? Yes</p> <p>Are these ideas based on your prior experience of teachers and teaching in general? Yes, I think so. I thought of favourite teachers when I was doing this (the drawing) teachers that were fair, teachers I could see as a friend and teachers that just knew an amazing amount of information. One of my teachers delivered a lesson how I want to deliver lessons without prompts or anything and just knew it and every question asked was just bang bang back at you it was just a phenomenal wealth of knowledge, but obviously he'd been teaching for a long time and knows the information because he's taught it loads of times but he was interested every time and didn't look jaded, annoyed or bored, he was just enthused. He was inspirational. There were loads of them. Doing my degree I saw so much that I wanted to take from them (the teachers) and one of my teachers was quite active and moving and that's where I get it from just to keep the dynamism in the lesson – there's something to watch. There were others who were just intellectuals – very very clever and I want to have that knowledge. They didn't deliver how I deliver but they made what they delivered interesting and made you want to seek out more information. Then I've had other teachers who I would class as friends.</p>	<p><b>Refelction Identity</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Reflection</b></p> <p><b>Aspiration</b></p>
<p>6) Can you identify with any of the characteristics of your "good" teacher? Why?</p> <p><b>PAST</b></p> <p>-----</p> <p><b>PRESENT</b></p>	<p>Yes, I do identify with them. I've had to go through the process of getting a professional qualification and I'm always on the search for knowledge and <u>I want to be the person that's leading people to enlightenment.</u></p> <p>What makes a bad teacher then? Well from my experience the worst teacher I had was one that hit me when I was at senior school – my maths teacher – I have an aversion to maths. I was quite good at it up until the third year and I got this one teacher and my learning stopped basically and I went down to remedial classes and kicked out of maths eventually. I wasn't allowed to even attend the lessons. I sat out in the hallway whilst the lessons were going on. She hit me on the head with a book.</p> <p>What did you do about it? I didn't go through the correct procedure I reacted with an aggressive outburst and through some pens at her and got chucked out. I told my mum and stuff but nothing got done about it.</p> <p>How did that make you feel? Ultimately, frustrated because I was good at maths up to this point and then I just lost interest and then not allowed into the lessons anyway and unsurprisingly failed my maths GCSE and still don't have confidence in maths and it stems from having someone who didn't try to help me but hindered me even more by putting me off it. She was a vile teacher.</p> <p>What have you learned from the experience? Apart from don't hit your students [Laughter] basically I try to be as helpful to every student as possible and that's ultimately what you have to do. To ease the blame from her somewhat, the class I was in was a disruptive class and patience does wear thin. Also she had big classes so it is difficult and when you have disruptive students it is hard to pull yourself back and ask why are they being disruptive. I don't think she questioned why and just reacted. I try and question why and think about that before going in with all guns blazing</p> <p>It's about good classroom management isn't it? Yes, and that's what I do take them out of the situation, question them, find out</p>	<p><b>Identity Professional Aspiration</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Identity</b></p> <p><b>Reflection</b></p> <p><b>Teachers and teaching</b></p> <p><b>Reflection</b></p> <p><b>Teachers and teaching</b></p>

PAST	<p>what I can do and bring them back in.</p> <p>Is teaching a profession or a vocation? <i>Formally it's a profession but it's the vocational aspect which interests people. Although I do know some people who buy into the professionalism too much and they're the annoying teachers</i> [Laughter]</p> <p>In what way annoying? Well, my friends who are professional teachers they're boring. You just end up listening to the same conversations about teaching and yes it's interesting if you're with teachers because you're sharing valuable information but when it's the same anecdotal stories over and over again – my mum ended up falling out with her neighbour when they were really good friends she was a professional teacher and she just looked down on my mum because she wasn't working in a profession and it's this snobbery and I think teachers have a snobbery. Some of my teacher friends don't see what I do as a teacher role yet what I am doing is exactly the same as them just working with a different client group. I don't look down on them. I try to see everyone as equal no matter what your job or vocation is but I try to stay away from that snobbery but I think professionalism breeds it.</p>	Profession
	<p>Is it something to do with being in a school do you think and the difference between schools and other forms of education? Without a doubt, definitely. With mainstream education for instance you have the NUT and if you're in FE you don't get represented by the NUT there are other representatives. Also the QTS thing, we're QTLS and again there's a differentiation and QTS is more important and working in the informal education sector as I do you can see the difference how we work and how mainstream works.</p>	Professional
	<p>What do you think about the new regulations? Well I think that if you're in a position where you are affecting people's lives then there needs to be something in place – a safety net, and I think that's what these qualifications offer. <u>To protect the teacher and also to make sure that what you are delivering is correct and you're not being detrimental to your learners.</u> I think we're all teachers in some respect but when it becomes more formal, when you need to get outcomes, then there has to be something there to make sure what you're doing is leading them on the right track and you're not being communist [Laughter] or giving opinion rather than teaching</p>	Reflection
	<p>Can we have professional teachers without bits of paper? In an ideal world yes but we don't live in an ideal world.</p>	Identity
PRESENT	<p>Perhaps we live in a knowledge based society and the only way you can prove your knowledge is with a piece of paper Yes, and the classic is the media. Whenever they say anything they always get a professional to back up what they're saying or an official source. Why can't it be someone who actually knows what they're talking about rather than someone who has professor or doctor at the end of their name it's irrelevant and ridiculous, but because our society is informed by professionals we expect to be told by professionals what's right and wrong. What frustrates me is that professionals have been wrong forever like how many times has it been disproved that smoking is good for you and now oh it kills you. <i>So this faith we put in professionalism is a little bit unfounded.</i></p>	Schools & PCE
	<p>As they make FE that bit more professional and we develop as professionals will it change us? There will be changes to some extent but with FE teaching it is different to mainstream education anyway because of the <i>dual professionalism</i>. It does have an impact. You're going to bring in other knowledge to it. If you have a specialism you're going to have a different perspective on teaching. You're not going in as a teacher. You're going in as a teacher of a particular thing which is why I</p>	2007 changes
		2007 changes
		Professionalism
FUTURE		Teachers & Teaching
		Professional al
		Professionalism
		Teachers and teaching
		Reflection

<b>PRESENT</b>	<p><i>think my lecturers were fantastic because they had such a fantastic knowledge and you don't necessarily get that with mainstream schools. Some of them will have but my teacher friends for instance have teaching qualifications that's what they have they don't have qualifications in English or Maths for instance they're just teachers they don't have specialisms</i>  [36:00 Comments re different qualifications]</p> <p><i>So did we decide is teaching a profession or a vocation? A procratation I think it has to be a combination of the two. You have to have a professional hat because of the structure and professionalism adds structure – top down but vocation brings it bottom up and there is that balance. You're bringing a love to it and your knowledge to the profession so it's a mixture of both</i>  <i>So the desire is not enough No, there has to be something else there.</i></p>	<p><b>Schools and PCE</b></p> <p><b>Professional Vocation</b></p>
7) Do you think of yourself as a teacher?	Answered at Q3	
<b>PAST &amp; FUTURE</b>	<p>Answered at Q3</p> <p><i>I wanted to do it primarily because of one of my teachers at primary school – I liked a couple of my teachers at primary school and I could do the things they asked me to do – I get frustrated when I can't do something, and they would ask me to spell or read and I was in the top reading group and I thought I can do this. So I had that interest initially but as I got older I started learning more about the world and 9/11 was my enlightenment moment that switched me on to what was going on and I had a bit of an understanding of geo-politics beforehand but nothing only at a basic level, and that basically turned me on to thinking why and then I go reading, and finding out all this stuff about the world and started reading Chomsky and stuff and all of a sudden it was well I need to let me people know [Laughter] I want people to understand that the world isn't black and white, that there are grey areas and what we are told is not necessarily the truth and I just wanted to say I've had this enlightenment and I just want to enlighten people really. It was just a snap moment I have to tell people. Seeing it live on TV (9/11) that was and everyone was saying it's disgraceful and I just kept saying why did it happen, and there was knee jerk reactions to it like lets go an invade somewhere and there's more to it than that, there's got to be people don't just fly planes into buildings for no reason and that sort of focused me and I did my degree in cultural studies – I'd done sociology and psychology at A Level so I had that inquisitive element already which is why I can name drop certain names which I haven't looked at in years especially psychology which I haven't looked at in 10 yrs but which I still have the basics of so it's that thirst for knowledge and imparting knowledge and <u>because I know lots of stuff or think I do</u> [Laughter] I want to tell people about it.</i></p> <p><i>What's a bad teacher – we've talked a little about this already A bad teacher is someone who doesn't learn from their mistakes. Somebody who believes they are the person who's right. Someone who believes they are more important than the people they are teaching, more important than the subject. At the end of the day we are all people we're not right we're not wrong we're interpreting our own existence and hopefully helping others to interpret theirs in a different way too.</i>  <i>That sort of links in with a word you used in the story – humility Yes, you need to have that. You've got to be fallible. There needs to be chinks in your armour.</i></p>	<p><b>Teachers &amp; Teaching</b></p> <p><b>Reflection</b></p> <p><b>Identity</b></p> <p><b>Aspiration</b></p> <p><b>Identity</b></p> <p><b>Identity</b></p> <p><b>Teachers and teaching</b></p> <p><b>Reflection</b></p> <p><b>Identity</b></p>

	[Comments re seeing learners outside and how they see you eg calling you "Sir" etc and assuming you know everything – 47:00]	
9) What do you want to teach?  <b>PRESENT</b>	<p>Yours are post-16, do you ever want to teach young children? <i>I'm not a big fan of young children I don't know why. I could teach secondary but primary I'm not interested. I don't know how to act around kids. G can, he's very good with kids even though he doesn't have kids and when our learners bring in their kids he's all over them, and I just kind of freeze. From 12-14 upwards, yes.</i></p> <p>Do you think it has something to do with some people being able to do say primary but not the others and so on? <i>Well in primary it's females so I don't know if that's a mothering instinct</i></p> <p><i>We're on dodgy water there [Laughter] I'm generalising but men are head teachers and women are not and that's how it works, and there is a cry for men to become primary teachers but I think maybe some people just have it in them to work with young kids. I have no siblings so maybe that would help.</i></p>	<p><b>Teachers &amp; Teaching</b></p> <p><b>Identity</b></p> <p><b>Gender differences</b></p> <p><b>Identity</b></p>
10) What are your hopes and aspirations for your future as a teacher?  <b>PAST &amp; FUTURE</b>  <b>PRESENT &amp; FUTURE</b>  -----  <b>PRESENT</b>  <b>FUTURE</b>  <b>PRESENT</b>	<p>Answered at Q3</p> <p><i>What do I want to achieve? <u>Recognition for what I perceive to be an honourable profession or vocation.</u> I want to be seen to have not wasted my life to have put something back. I've had some amazing experiences through education and I want to impart my experience to other people. Maybe that's kind of narcissistic [Laughter]. I've done jobs where I'm just making money. My political stance is more left and I don't want to be doing a job which is just number crunching or phoning up people and making more people rich. I want to look back on my life and say yes, I did something worthwhile – my time on the planet wasn't just based on consumption, it was giving something back to people and hopefully with me giving something back, they've taken something from it and used it and done the same thing I've done and not wasted their lives, but who's to say what waste is? My perception of waste is doing a job you don't enjoy, just working for the sake of working, being a wage slave is ultimately pointless.</i></p> <p><i>Is that what you see in some of your friends? I think there is a status element. I think what gets them into it in the first place is the caring element but with the status that snobbery comes in and what frustrates me is all my teacher friends live outside of their means and are constantly in debt.</i></p> <p><i>Do you think those kind of things go with the idea of "teacher"? Well the thing is historically it shouldn't do and I don't understand. Reading Crime and Punishment Dostoyevsky you read about the scholars and teachers In that and they're all poverty stricken. They look down on teaching because it doesn't earn you any money at all but now there is this professionalism attached to it I think people buy into it. <u>As long as you're doing a good job OK but don't get too involved in your status and lose sight of the reason you are doing the job.</u> There's a kind of middle class thing about it because the wages you get paid are good in some respects – yes there are arguments where some say teachers get too much and others not enough but they get a lot more than some jobs and some jobs are horrible. I don't imagine many people enjoy cleaning toilets but with teaching people do it because they actually love it and want to do it and the money is quite good for a job you like doing but it's not as good as a footballer gets but who wants to be a footballer. I think as much recognition of the hardship some teachers go through but at the same time some teachers do have it easy. Some do the bare minimum and get away with it but I don't want to. The way I</i></p>	<p><b>Aspiration</b></p> <p><b>Identity</b></p> <p><b>Reflection</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Professionalism</b></p> <p><b>Tecahers and teaching</b></p> <p><b>Identity</b></p>

FUTURE	<p><i>see it is I'm investing in my future so whatever I put in I want to make sure it's the best I can put in because I want my learners to look after me when I'm old [Laughter]. I want them to help contribute to the NHS and keep that alive. It's an investment. I have a conscience and my conscience bleeds into my teaching and is why I teach equality and diversity. I want the world to be all rose tinted and lovely. I know it's not and is never going to be but you do what you can.</i></p> <p><i>Do you want to teach anything else? Yes, I want to teach cultural studies or sociology or revisionist history. I want to be a lecturer ideally. HE ultimately but not leave what I do behind I think I'm in an amazing position because I'm in a position now where I'm probably in one of the hardest areas to teach – behavioural issues, learning difficulties etc – and I want to get as much knowledge as I can from this and apply it and that's the point. Which is why I want to get a PGCE as well so I can to other levels as well. Ultimately my aim is to be an old man lecturing [Laughter]</i></p> <p><i>So you're doing your apprenticeship? Yes, that's how I see it really. I want to write as well. That's my plan as I get older.</i></p> <p>[Comments about writing – 55:00]</p>	<p><b>Identity</b></p> <p><b>Aspiration</b></p> <p><b>Identity</b></p>
FUTURE	<p><i>What about training? Well I want to get the lifelong learning sector qualifications out of the way and just really apply for things. I think having those behind me and my experience will stand me in good stead. It would be nice to apply to school and say I want to teach here would you allow me to do my PGCE whilst teaching and be an undergraduate teacher</i></p> <p><i>You mean GTP? Yes, that's the way I'd do it.</i></p> <p><i>So apart from being this old man who lectures what are your hopes and aspirations? I hope I don't waste what I've learned. The mind is a terrible thing to waste. I just hope everything I take in I use to the maximum effect and do the best I can do. I hope I am as good as I can be or at least I hope that I'm able to have the motivation to keep on going and pushing through and still have the passion in 10, 20, 30 yrs time.</i></p>	<p><b>Training</b></p> <p><b>Reflection</b></p> <p><b>Aspiration</b></p>
FUTURE	<p><i>Do you worry that you might lose your motivation? I think that's always a worry because life is full of distractions – some are good but a lot are trivial and annoying. I've got age on my side and I want to have the fire in my belly that I have now. I know I've lost some of it but I think I've lost the dead wood. I've broadened my focus and that has made me a bit more rounded and given me more drive in a different way. I think if I had carried on the route I was going I would probably annoyed everyone [Laughter]</i></p> <p><i>What obstacles are in the way then? Obstacles, just general distractions – social aspects – also certain people who hinder your progress like management and bureaucracy. Also not getting the strokes that I think I should get. That stops you, that's a barrier you start why am I doing this and so on. You're not doing it to be stroked, I'm doing it because I want to and you have to keep reminding yourself of that. I think it's hard not to get a bit cynical and a bit jaded.</i></p> <p><i>Have you anything you want to ask me? No you've emptied my mind now [Laughter]</i></p>	<p><b>Identity</b></p> <p><b>Identity</b></p> <p><b>Reflection</b></p>



## INTERVIEWER (EDM)

## RESPONDENT (Ruth ~ Expert)

Question	Response	Annotation
<p>1) Explain a little about your role – it's title, it's training, it's qualifications, how it was learned etc Have your past occupations influenced your current role? Which ones? How?</p> <p>[background info]</p>	<p><i>How I came into this role goes back about 20 years ago when I first came to teach adult students and realising that I could inspire adult students to like fractions and that's where it began, not in this college another college and then we moved here and I got a similar job here again teaching GCSE and teaching Access students and then that developed into Access co-ordination and into my current role. Really my current role as head of department came because I didn't want anyone to come in between me and my Access courses, I didn't want anyone telling me how to run my Access courses, and it's only in this last year that I've felt I've had someone I could pass my baby onto. So that's how I came into this – not because I specifically sought to teach adults, I didn't. I'm trained to teach 11-18 year olds and that's what I did but because I found I could teach adults and liked seeing them achieve. I've always wanted to be a teacher and never wanted to do anything else. I've taught secondary in this country and primary abroad.</i></p> <p><i>I don't envy you teaching primary! No, it was awful. We were living abroad for two years and I got a job teaching primary and it was interesting but obviously it wasn't my forte and I would never go back to it.</i></p> <p><i>Do you feel that teaching adults is where your spiritual home is? Yes, and adults rather than teenagers – teenagers at one time perhaps when my children were teenage themselves but not now. Adult teaching is where I've found my niche really.</i></p>	<p>Identity</p> <p>Identity</p> <p>Identity</p> <p>Self appraisal</p> <p>Identity</p>
<p>2) Within your role do you have any influence in the decision making process regarding courses? How?</p>	<p><i>I'd love to think I had total autonomy but I don't because it's constrained by budgets and class size and all that sort of thing. CAVA fits in with what I would do – it's an awarding body rather than a prescriptive body.</i></p> <p><i>We can add bits in to Access can't we Yes, to Access but not to anything else because everything else is laid down more specifically</i></p> <p>[Comments re Access diploma and Access course development and Access learners]</p>	<p>Reflection</p> <p>Job analysis</p>
<p>3) What did you think and feel when you first found out about the new teacher training courses? How do they compare with past courses?</p>	<p><i>How are you involved with the teacher-training programme? Very little to be honest. I've done the odd bit of numeracy – I do that every year to the stage 2 and that has an element of numeracy in it and I've done that for the last couple of years. I've enjoyed that but I've had to be very well prepared because I'm very conscious that I'm teaching teachers and that's scary and they're as good as me so it's one of the few times when I have a very prescriptive lesson plan because I know exactly what I'm going to do for every minute with aims &amp; objectives on the board which is something I don't do with my other groups because it would scare my average maths group if I told them at the beginning they were going to do fractions they'd run away but if you build up to it without them knowing it's fine. With the teacher training you've got to be more well stick to the rules I guess. The other thing I've done is observing and mentoring and that I've enjoyed.</i></p> <p><i>Has it ever been under your umbrella? It landed into my area at one time and then it moved into an area on its own but I've never had charge of it even when it was in my area it has always been run by L. and run well, so its never been</i></p>	<p>Training</p> <p>Identity</p> <p>Reflection Job analysis</p> <p>Training</p> <p>Training course</p>

	<p><i>anything to poke my nose in. I've enjoyed the teaching and its been quite good fun at times but I would not like to teach them generic skills. I would not feel comfortable – I'm happy doing the numeracy because that's my area but to teach them how to teach, I couldn't do that</i></p> <p><i>Why? I don't know. I just couldn't. I wouldn't feel confident there. I think because my experience is limited to numeracy, my teaching is limited to numeracy which you teach very differently to say psychology. I do very interactive lessons but you can't discuss as you would discuss an issue in sociology or psychology. The only discussions I get are why algebra. I don't feel my experience is that broad.</i></p> <p><i>OK. Do you know about the new changes? Yes, I know all about them. I thought they'd be a faff [Laughter] to be honest. I thought why change what's working, but they change and you've just got to think right. At least it's more cohesive whereas you could just dip in and do 7302 or stage one so the new ones are more cohesive. Mine is PGCE and done in the stone age – they hadn't even invented calculators when I did my PGCE [Laughter] My PGCE I thought was totally irrelevant to teaching – it was all theoretical with a term of practice but you weren't given any planning to help with the practice. You were stuck in a school and told to get on with it. You weren't given any tips or advice on practical matters such as the first person who opens their mouth throw them out of the room – nothing practical like that you just landed in front of a class of 36 12/13 yr olds and expected to teach and of course you don't. It was very scary and I hated that.</i></p> <p><i>My teacher training was very much based on practice And I think that's such a good idea because you can see why you're doing a lesson plan and plan for a real lesson. I remember people talking about goals and aims but nothing real in the theory and then a term of practice, then back with theory so I came out with a PGCE and ticked the box but to be honest I wasn't prepared to teach.</i></p> <p><i>Do you think the new courses would have suited you better? With adults yes, but I do think that what we do sometimes is very wrong sticking people in front of a class with no training. I think they should at least observe, and observe a good teacher for a length of time before they're stuck in front of a class. And we do that all the time – we put people in front of a class with no training and they just have to get on with it. They are vocationally competent but there is a vast difference between being vocationally competent and competent to teach.</i></p> <p><i>So at first you thought the new courses would be a faff, what about now? Well, yes a faff for the co-ordinator because everything had got to change. Having seen them underway and I've had students on CTLLS and DTLLS and CERT Ed and Stage 1 /2 over the years, I'm happy with the courses as they are. Some of the feedback from DTLLS is that it's quite theoretical but I suppose you have to have some theory but it has got to be linked. I can see you have to have someone with that academic level (level 5). I don't know them well enough to say if there's anything missing but thinking about my students who have done CTLLS, they found it really rewarding and have gained from it. I've watched them grow throughout the year but a lot of it is from practice rather than the course, and discussion with peers and so on.</i></p>	<p><b>Reflection Identity</b></p> <p><b>Self appraisal</b></p> <p><b>Reflection</b></p> <p><b>PTLLS</b></p> <p><b>Reflection</b></p> <p><b>Teaching</b></p> <p><b>Training</b></p> <p><b>Self appraisal</b></p> <p><b>Reflection</b></p> <p><b>Teaching</b></p> <p><b>Competence</b></p> <p><b>PTLLS</b></p> <p><b>Course analysis</b></p> <p><b>Reflection</b></p> <p><b>Support</b></p>
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<p>4) The idea is for the training courses to give a more professionalised workforce – will they? Isn't the workforce already professional? Is teaching a profession or a vocation? Why?</p>	<p><i>I think we need it. I think there have been far too many amateur teachers in college who have come from a good vocational background with the knowledge but have not got the training.</i></p> <p>Do you think AE has suffered from that idea of it being amateur? <i>Don't know. I wasn't relating that question to AE I was thinking more of 16-18 vocational, so if I turn it back to AE. Thinking of my particular area of Access, I wouldn't really have entertained anybody who wasn't teacher trained to teach Access because of not having the training skills. My workforce within the Access group are definitely professional because it isn't their qualification, it's their learning and their passion and their marking and their being able to draw ideas from the group, collect them and return them to the group, that's what makes them professionals.</i></p> <p>Is that to do with the qualities of the person? <i>Yes, qualities, knowledge and then qualifications. For instance, if I was teaching sociology I would be passionate but I wouldn't have the knowledge to get the most out of them I could brainstorm with them and produce a lesson and collect together their ideas and they might not know that I didn't know anything about sociology but I wouldn't enjoy it It's the underpinning knowledge Yes, that's right.</i></p> <p>Is AE a profession or a vocation? <i>Probably a vocation rather than a profession because you have to do it because you want too not because of the pay [Laughter] or because of the hours or anything like that, you have to really like what you do and the achievement out of it, and I think that's why generally you don't get people saying what I want to do with my life is teach in a FE college. People land in a FE college</i></p> <p><i>Yes, usually a career change or an accident Yes, as I did. Yes I always wanted to teach but you see teaching as teenagers because that's what you are when you're deciding you want to teach. It would never occur to me to think of training to teach adults. If you think of a teacher you think of a school teacher not a college teacher.</i></p> <p><i>My learners seem happy to wear the label of tutor rather than teacher but not trainer because trainer is occupational, what do you think? Yes, definitely. I could go along with being a tutor moreso than a lecturer – lecturer is a stand up front and talk, tutor is a good label for someone in FE.</i></p>	<p><b>Professional Vocational</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Professional</b></p> <p><b>Qualities</b></p> <p><b>Qualifications</b></p> <p><b>Identity</b></p> <p><b>Vocation Profession</b></p> <p><b>Teaching</b></p> <p><b>Happenstance</b></p> <p><b>Reflection</b></p> <p><b>School / College</b></p> <p><b>Labels Identity</b></p>
<p>5) What do you think and feel about the legal requirements for teacher training and the compulsory registration with IFL? What will be the short and long term effects of these changes? Are we seeing them yet?</p>	<p><i>I agree with that. I think it will get rid of people who aren't committed perhaps who maybe have been coasting and not done their teacher training. I think it would enable you to get rid of that level of person – there aren't many about but there are people who I know in college who consistently avoid doing their teacher training because it's hard work and hassle, but if that's hard work and hassle then so is the rest of the job. If you're not prepared to accept the development then go ... so yes I agree with it. I don't think anybody outside of FE will be aware of the IFL or have a clue what it means so it won't have much of an impact, no</i></p> <p>[Comments re interviewing someone from IFL]</p> <p><i>I don't think we'll lose good staff through this but if they don't want to do the training then let them go. If they want</i></p>	<p><b>Policy change</b></p> <p><b>Training</b></p> <p><b>Policy effects</b></p>

	<p><i>to teach, they will want to train. In ACL you've got people who don't want to train they want to teach 2 hrs of cooking or whatever a week and they don't want to train but they would have to do CTLLS and you may lose them.</i></p> <p>[Comments on the differences between training requirements of FE tutors and AE tutors]</p> <p><i>ACL is not one of the priorities, so there's an interesting dilemma there.</i></p> <p>Is it government policy changes and switch in emphasis to employability skills <i>Yes, definitely anything for pleasure is sidelined so why not just do it in the village hall and then they don't need to hold a teaching qualification which is how it used to be once and then it sort of – in my dealings with ACL it was when once languages landed in my department and the conversational classes tutors were not happy with having huge amounts of paperwork for their classes when all these people wanted to do was to talk in French for an hour or so, and yet the tutors had got to do targets and plans etc and they weren't happy.</i></p>	<p><b>Policy effects</b></p> <p><b>Policy limits</b></p> <p><b>Policy effects</b></p> <p><b>Reflection</b></p> <p><b>Teachers</b></p>
<p>6) What in your view makes a "good" teacher? Which is more important the qualifications or the qualities of the person? If you had to choose one word to describe a teacher what word would it be?</p>	<p><i>Subject knowledge is key. Knowing how to put it across to come to the level of the learner is crucial. Being able to differentiate within a class is vital so that everybody gets something rather than one level suits all. Probably a love of subject as well. You have to have a desire to do it because it takes more than the hour and half you're given, you've got to have a real desire to teach.</i></p> <p>Is a bad teacher just the opposite of a good teacher? <i>No, a bad teacher is someone who doesn't plan – they might have the subject knowledge but they don't plan and it shows. It's obvious when you do lesson observations who has planned and who hasn't and you have to be experienced to do teaching on the hoof and a lot of mine is done on automatic pilot because I have done it before and I just adapt it. The students in the class change to context and make it an adventure.</i></p> <p>What one word would you use to describe a teacher? <i>I can't think of just one word but probably <u>patient</u> because you need to be. You have to realise that teaching is not just saying it once you've got to say it again in a different way to be an effective teacher.</i></p> <p>Will the changes have a beneficial effect for learners? <i>In theory they should and on the whole yes because it will make teachers look at different delivery styles, it will make them look at differentiation and planning.</i></p> <p>What my learners seem to be getting is affirmation that they can do the job <i>Yes, I think it is. It's the same as when someone observes you and you get a good grade, it does your confidence a world of good and you say well yes I can do this.</i></p> <p>When you stand in front of a class is it you? <i>Do you wear armour? Not with adult students it's just me they see but with 16-18 year olds back when I taught them it was different. You have to be their teacher but with adult students it's you in front of them, and if you're late to class or don't mark their work they know they're being short-changed.</i></p>	<p><b>Teachers &amp; Teaching</b></p> <p><b>Teachers &amp; Teaching</b></p> <p><b>Reflection</b></p> <p><b>Teaching</b></p> <p><b>Policy effects</b></p> <p><b>PTLLS</b></p> <p><b>Teaching</b></p> <p><b>Identity</b></p> <p><b>Teaching</b></p>